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ABSTRACT

This report is one of 8 volumes which describe the findings and procedures of the Instructional Dimensions Study, an in-depth assessment of the relationships between selected instructional constructs and students' achievement. These constructs include individualization, opportunity to learn, motivational factors, instructional events, and teacher background. Data were collected through interviews with students and school staff, videotape recordings, and analysis and transcription of written materials. In addition, the study collected information on instructional settings for compensatory education, costs, services provided by school districts, and the criteria used by districts to determine eligibility and participation for schools and students in compensatory education programs. This report presents all the instruments used to collect data. This includes both instruments that were directly administered in the field as well as instruments that were used only by the study central offices staff to conduct in-house analysis. The document also includes the contents of all data files built from the instrumentation results and provides an explanation of the processes used to develop measures in the data files. (Author/AM)

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INSTRUCTIONAL DIMENSIONS STUDY

A Supporting Report

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STUDY INSTRUMENTS AND FILE DOCUMENTATION

A Study Conducted for the
NATIONAL INSTITUTE OF EDUCATION
By

KIRSCHNER ASSOCIATES INC.

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KIRSCHNER ASSOCIATES, INC.

STUDY INSTRUMENTS
AND FILE DOCUMENTATION

A Supporting Report

of the

INSTRUCTIONAL DIMENSIONS STUDY

1976-1977

Mary Ella Brady

with

Hugh Poynor, Principal Investigator

Contract No. NIE 400-76-0060

National Institute of Education
Educational Equity Group
Compensatory Education Division

U.S. Department of Health, Education, and Welfare

September 1977

Washington, D.C.

[redacted]

The findings of this Study are those of the Contractors and do not necessarily reflect the views of the National Institute of Education and the U.S. Department of Health, Education, and Welfare or any other agency of the government.

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The Instructional Dimensions Study reports are the products of intensive efforts undertaken during a 19-month period, beginning in March, 1976. While many persons have contributed greatly to the success of the Study, we want to extend special recognition to the following persons:

- Classroom and compensatory education teachers, who generously gave their time to provide detailed information on their teaching practices
- Principals and staff, who allowed full access to the schools, generously supported Study activities, and provided information on instructional programs
- School district administrators, who willingly agreed to participate in the Study, provided full support to staff members, and opened their records to the Study.
- Students, who continued with their studies during videotaping and completed the achievement tests and attitude scales
- Local Site Coordinators, who conducted the field work in an exemplary manner and who ably represented the Study in each school district
- Project Officers at the National Institute of Education, who provided understanding as well as supervision and who patiently waited for the findings.

To each of you, the staff for the Instructional Dimensions Study says, "Thank you."

FOREWORD

This report is one of eight volumes which describe the findings and procedures of the Instructional Dimensions Study. The Study was funded by the National Institute of Education (NIE) as part of the Compensatory Education Study, a comprehensive research program conducted in response to a mandate by the U.S. Congress in the Education Amendments of 1974. The findings of the comprehensive study are to be reported to Congress prior to its deliberations in 1977-1978 regarding the extension of the Elementary and Secondary Education Act.

NIE conceived four main themes for addressing the issues of concern to Congress. The themes are Student Development, Services to Children, Funds Allocation, and Administration of Compensatory Education Programs. The Student Development section includes syntheses of previous evaluations of reading and mathematics programs, studies of alternative designs for delivery of compensatory education, and the present study of instruction, the Instructional Dimensions Study. This Study is designed both to gather data on program effectiveness in reading and mathematics and to complement the NIE National Survey of Compensatory Education, which describes the ways Title I funds are used nationally.

The Instructional Dimensions Study is an in-depth assessment of the relationships between selected instructional constructs and students' achievement. These constructs, as measured by the present study, are briefly defined below.

INDIVIDUALIZATION: Individualized instruction is defined as the use of the following instructional strategies:

- Matching students to curriculum levels by use of pretests
- Matching students to curriculum levels by use of mastery tests
- Testing practices
- Assignments and grouping practices
- Use of alternative learning routes for students with learning difficulties
- Sequencing and pacing of students through instructional materials.

OPPORTUNITY: Opportunity to learn has two aspects, quantitative and qualitative. The quantitative aspect is basically the amount of time available for learning. The qualitative aspect is the overlap between what is taught and what is assessed on the tests used to measure student learning.

MOTIVATORS: Motivational factors reflect both interpersonal classroom behaviors and curricular features that are hypothesized to encourage and support learning.

INSTRUCTIONAL EVENTS: This construct includes the quantity of interactions devoted to management and to cognitive teaching of individuals, small groups and the whole class; and the nature of teacher interactive behaviors with students.

TEACHER BACKGROUND: Teacher characteristics measured by this construct include the number of years teaching at the same school, highest degree earned, and the number of hours of training (identified according to training activities and content categories) completed during the past three years.

These five constructs are the elements of the Instructional Dimensions Model. They were essentially drawn from the work and experience of William Cooley and Gaea Leinhardt at the Learning Research and Development Center at the University of Pittsburgh, Pennsylvania. The data for all elements of the Study were collected through interviews, videotape recordings, and analysis and transcription of written materials. In addition, the Study collected information on instructional settings for compensatory education, costs, services provided by school districts, and the criteria used by districts to determine eligibility and participation for school buildings and students in compensatory education programs.

Classrooms participating in the Study were selected according to three primary dimensions: reported degree of individualization, setting, and neighborhood economic status. The Study reflects a focused interest in the effectiveness of the Study Model definition of individualized instructional practices as found within the sample of classrooms, but not in registering the results of these practices at the national level.

The analysis samples were obtained from 90 school buildings in 14 school districts, with approximately 200 classroom teachers, 150 compensatory education teachers, and 4,500 students. Pretests of student achievement and attitudes were conducted in September and early October, 1976, and posttests were administered in April and early May, 1977. Data analyses were conducted over instructional units (based on the teacher or unique pair of teachers providing instruction to a subset of students within a classroom) for first grade reading, first grade math, third grade reading, and third grade math.

The reports are organized into two series. The Final Reports of the Instructional Dimensions Study are *Executive Summary*, and *Study Findings*. Six Supporting Reports provide detailed explanations of the procedures followed by the Study team: *Curriculum Analysis Procedures, Data Collection Management, Program Cost Analysis, School Relations, Video Data Documentation,* and *Study Instruments and File Documentation.*

The analysis of the results, reported in *Study Findings* and *Executive Summary,* was conducted during July, 1977. The 17 months available for the overall conduct of the Study allowed sufficient time for project planning, data collection, and the development of the data base. The time available for project analyses did not allow for analytical work beyond the direct investigation of the simple impacts of Individualization, Opportunity, Motivators, Instructional Events, Teacher Background, instructional settings, and costs. The results of further analyses of the data will be presented in future reports. These reports will also include analysis of additional testing to be conducted in fall, 1977, with a sample of students from the present Study analyses samples.

A consortium headed by Kirschner Associates, Inc., of Washington, D.C., was funded by NIE in March, 1976, to conduct the Instructional Dimensions Study. Other members of the consortium were Education TURNKEY Systems, Inc., of Washington, D.C.; and the Learning Research and Development Center of Pittsburgh, Pennsylvania. Steiger, Fink and Kosecoff, Inc., of Los Angeles, California, and McLean, Virginia, was involved in the initial design and development of the curriculum analysis procedures.

September, 1977

Hugh Poynor
Principal Investigator

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INTRODUCTION

This Supporting Report provides copies of each of the data collection instruments and describes the procedures for the development of data files for the Instructional Dimensions Study. The three specific purposes of the report are as follows:

- To present all instruments used to collect data. This includes both instruments that were directly administered in the field as well as instruments that were used only by the Study central offices staff to conduct in-house analyses.
- To document the contents of all data files built from the instrumentation results.
- To provide an explanation of the processes used to develop measures in the data files.

DATA COLLECTION

Information used in the Study was collected from students, regular classroom teachers, compensatory education teachers, school building principals, school district administrators, and school building and school district records. Most of the data collection was completed by local, on-site field workers who administered the instruments to respondents.[1] The two exceptions to this procedure are videotaping and the completion of program reports. A videotaping team conducted videotaping of subsamples of regular and compensatory education teachers participating in the Study. Central offices staff collected the data from public records in each school district in order to complete the school building and district reports on program characteristics. Each of the data collection instruments is presented in this volume as the instrument was used in the field or within the central offices.

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[1] See the Supporting Report, Data Collection Management, for a general description of the instruments and discussion of field work procedures.

DATA PREPARATION

Information gathered by the data collection instruments used in the Study was coded and entered into basic data storage files corresponding to each instrument. For example, basic data storage files were developed for each of the teacher interview and fact sheet instruments. (Throughout the data preparation stage, the storage files contained data from both first and third grade students and teachers but separate files were maintained for reading and for math.) During the last phase of the data preparation stage, data from the storage files were merged to form intermediate files, such as the Merged (Teacher) Interview Files, and the Expanded Class and Pupil Roster.

During the data preparation stage, the information from items on the instruments was transformed into measures, the most basic unit for the Study. While most of the measure values correspond to the actual responses to the items, some measures were developed through transformation of the values of several items. These transformation functions are described in this report.

MASTER ANALYSIS FILES

Two master analysis files were produced for the Study, containing all measures that were proposed by the Study Model for the formal statistical analyses.[1] These files are the Regular Classroom Teachers Master Analysis Files, and the Instructional Units Master Analysis Files. Because data reduction procedures were conducted prior to the final analyses, not all measures listed in these two files were analyzed.[2]

The Regular Classroom Teachers Master Analysis Files use the classroom (and all students in it) as the unit of analysis. The Instructional Units Master Analysis Files use a smaller unit of analysis through a partitioning of the classroom into several instructional units, with each unit reflecting the instruction of the regular classroom teacher and, where appropriate, the instruction provided by compensatory education teachers to students within that classroom. For example, all of the students in a classroom will receive instruction from their regular classroom teachers and some of those students may receive compensatory education instruction from a second teacher (the compensatory education teacher(s) in the school who provide additional instruction for compensatory education students). In the second instance, the Instructional Units file reflects the instructional practices provided by two teachers (the regular classroom teacher and the compensatory education teacher) for students receiving that instruction, using a weighted averaging process to combine the data from these two teachers. For each classroom, instructional units were developed for the regular classroom teacher only and for each available combination of the regular teacher and compensatory education teachers.

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[1] See the Final Report, Study Findings, for a discussion of the Instructional Dimensions Study Model.

[2] See the Final Report, Study Findings, for a discussion of those measures dropped from the master analysis files.

HOW TO USE THE REPORT

This Supporting Report is divided into nine sections:

I. Fall Teacher Interviews
II. Spring Teacher Interviews
III. Merged Teacher Interviews
IV. Principal and District Administrator Instruments
V. Curriculum Analysis Instruments
VI. Additional Instructional Process Instruments
VII. Videocoding Files
VIII. Student Rosters and Tests
IX. Analysis Files

The title page for each section provides a brief introduction and identifies the names of all instruments included in the section, the file and instrument code for each, and the page numbers within the section where the instrument is presented. As mentioned earlier, files were generally built separately for reading and math, with the first and third grades being combined in one file. Access to grade was obtained by the use of the code 1 (for first) and 3 (for third). For all cases in which two file numbers are listed, for example, 16/36, the first number is always reading and the second number is always math. Also indicated are the respondents, the general dates of administration, and how the data collected relates to the files developed for the Study. All instruments that were administered in the field are shown exactly in the format they were used. (Directions for administration of each instrument, called Item Intents, are not included.)

To relate the instrument items to the measures specified for the Study, the measure number assigned to each data item or question is entered and circled. For example, the answer to Question 4.b. on the teacher interviews has the number 5 circled to indicate that the answer to this item is the same as measure number 5. In cases where the results of several questions were combined to create a single measure, the procedures used to develop this measure are also documented. Detailed instrumentation procedures in three areas--curriculum analysis, program cost, and videocoding--are not specified in this report because they are documented in other Supporting Reports.[1] The measures resulting from these procedures, however, are documented.

Information contained on the master analysis files includes the dimension of a Study Model element, the measure name, the internal file number of the measure, and the location of the source of the measure. An example is given below from the Instructional Units Master Analysis File.

Dimension	Measure	No.	Source Location
Amount of Time Available to Learn Subject Matter	% (00-99) students on task	12	44 42/62 D File

The name of the measure is % students on task.' Note that in parentheses is given for the full range of the scale values for this measure. For all measures which are not a frequency count the possible range of the scale is given in parentheses by the measure. Thus, the possible range for percent of students on task is 0 to 99 percent.[2] The measure is one of the measures falling under the dimension of Amount of Time. The measure comes from file 42/62 D, and, within files 42/62 D, it has the number 44. Further information about this measure, therefore, would be found in the documentation for files 42/62 D.

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[1] See the following Supporting Reports: Curriculum Analysis Procedures, Program Cost Analysis, and Video Data Documentation

[2] The numbers "99" are used to indicate 100 percent.

Those readers interested in the measures per dimension that were considered for the analyses should turn directly to Section IX, Analysis Files. Those interested in all the measures gathered should turn to their area(s) of interest.

SECTION I: FALL TEACHER INTERVIEWS

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Supplemental Reading Teacher	29	13
Regular Math Teacher	20	24
Supplemental Math Teacher	21	35

These instruments were administered in the field to all participating regular and compensatory education (supplemental) teachers in the fall of the school year, approximately the second and third month of school. Certain measures from these instruments were merged with the same measures on the spring interviews. Information collected from these instruments, therefore, was used to build the Merged Interview files.

OMB NO. 051-S76037

APPROVAL EXPIRES 9/30/77

INSTRUCTIONAL DIMENSIONS STUDY
NATIONAL INSTITUTE OF EDUCATION

DATE ______________________

TEACHER INTERVIEW

(FALL, READING)

(FILL IN CODES BEFORE GOING TO CLASSROOM.)

ID CODES ☐☐ ☐ ☐ ☐ ☐☐ ☐ [2][8] ☐☐☐☐ [△][△]
1 3 4 5 6 8 9 11 15

Interviewer's Signature ______________________

1. How many students are enrolled in this classroom for regular reading instruction with you? ① ____

2. How many of these students were present today during reading class? % Present ② ____

3. a. At what time does your instructional day begin? Amount of Instructional Time/Day
   b. At what time does your instructional day end? (minutes)
   c. At what time do you stop work for lunch? ____
   d. At what time do you resume work after lunch? ③ ____
   e. Record details on any regular weekly exceptions. ____

4. a. Do you group for reading instruction? [CIRCLE RESPONSE]
   ④ 1. Yes [CONTINUE WITH Q. 4.b.]
   2. No [GO TO Q. 5, 6, THEN SKIP Q. 7-8]
   b. How many reading groups do you usually have? ⑤ ____
   c. Please tell me the names you use for the groups, and the usual number of pupils in each of the groups:
   Name of Group: (1)____ (2)____ (3)____ (4)____ (5)____
   Number of Pupils: (1)____ (2)____ (3)____ (4)____ (5)____
   Avg. Group Size: ⑥

5. [USE TEACHER CARD A] Now I would like you to help me complete an instructional schedule chart. First, I would like you to tell me the number of persons in the various categories provided who are present during either the morning or afternoon reading activity periods on any of the given days of the week. [RECORD NUMBER FOR EACH IN CORRESPONDING COLUMNS OF THE CHART ON THE FOLLOWING PAGE]

Questions with yes/no response:	Questions with all applicable responses circled or checked:	Questions with several responses ranked:
Yes = 1 No = 2 NR = 0	Not circled or checked = 1 Circled or checked = 2 N/A = 0	1 - 9 = Assigned to appropriate rank of 1 thru 10 = Unranked or ran of 10.

1-3

No. Person Hours per Week

a. How many student teachers? [RECORD NUMBER IN COLUMN 5.a.] ⑦
b. How many aides? [RECORD NUMBER IN COLUMN 5.b.] ⑧
c. How many parents? [RECORD NUMBER IN COLUMN 5.c.] ⑨
d. How many other adult volunteers? [RECORD NUMBER IN COLUMN 5.d.] ⑩
e. How many cross-age tutors? [RECORD NUMBER IN COLUMN 5.e.] ⑪
f. Other persons? [RECORD NUMBER IN COLUMN 5.f.] ⑫

PERSONS PRESENT DURING INSTRUCTION

	5.a. STUDENT TEACHERS	5.b. AIDES	5.c. PARENT VOLUNTEERS	5.d. OTHER ADULT VOLUNTEERS	5.e. CROSS-AGE TUTORS	5.f. OTHERS
MON. A.M.						
MON. P.M.						
TUE. A.M.						
TUE. P.M.						
WED. A.M.						
WED. P.M.						
THURS. A.M.						
THURS. P.M.						
FRI. A.M.						
FRI. P.M.						

Now I would like you to refer to your card for examples of activities which are and are not to be considered reading activities.

6. [USE TEACHER CARD A] For the entire class during a typical week, how many minutes are spent on these reading activities in each of the reading activity periods on each of the days of the week? [RECORD NUMBER]

⑬ ____________________
Total Minutes Per Week

7. For initial placement at the start of the school year, how do you determine the reading group to which a given child is to be assigned? [CIRCLE ALL THAT APPLY]

⑭ 1. Standardized test results
⑮ 2. Curriculum-provided tests
⑯ 3. Teacher-made tests
⑰ 4. Placement of child at end of previous year
⑱ 5. Wishes of child/parent
⑲ 6. Specialist's recommendation
⑳ 7. Observation of work sample
㉑ 8. Conference with specialist
㉒ 9. Conference with pupil
㉓ 10. Other [SPECIFY]____________________

8. a. Is it likely that your reading groups will have the same memberships for the entire school year, or do you anticipate that you will be regrouping at some time during the year? [CIRCLE RESPONSE]

㉔ 1. Stay the same [GO TO Q. 9]
2. Regroup [CONTINUE WITH Q. 8.b.]

b. [USE TEACHER CARD B] Approximately how often do you think you will regroup? [CIRCLE ONE ONLY]

1. Less often than at three month intervals
2. Every 3 months
3. Every 2 months
4. Every 6 weeks
5. Once a month
6. Every 3 weeks
7. Every 2 weeks
8. Once a week
9. More often than once a week

㉕

9. a. Do you assign reading homework? [CIRCLE RESPONSE]

㉖ 1. Yes [CONTINUE WITH Q. 9.b.]
2. No [GO TO Q. 10]

b. On what basis do you make assignments? For example, the whole class might get the same assignment or there might be some differences in assignments? [CIRCLE ALL THAT APPLY]

㉗ 1. To entire class [GO TO Q. 9.d.]
㉘ 2. To groups [CONTINUE WITH Q. 9.c., THEN GO TO Q. 10]
㉙ 3. To subgroups in these groups [GO TO Q. 9.d.]
㉚ 4. To individual pupils [GO TO Q. 9.d.]
㉛ 5. Other [GO TO Q. 9.d.] [SPECIFY]____________________

c. [IF HOMEWORK IS ASSIGNED BY GROUPS] Please estimate the average number of minutes per night students in each reading group spend doing assigned homework.

Avg. per Group min/night of Group Homework:

㉜ Name of Group: (1)______ (2)______ (3)______ (4)______ (5)______
Number of Minutes: (1)______ (2)______ (3)______ (4)______ (5)______

d. [IF HOMEWORK IS NOT ASSIGNED BY GROUPS] Please estimate the average number of minutes per night students spend doing assigned homework.____________ ㉝

10. a. For initial placement into your instructional curriculum at the beginning of the school year, what methods do you use to determine the point at which students are to begin? [CIRCLE ALL THAT APPLY]

㉞ 1. Standardized test results
㉟ 2. Curriculum-provided tests
㊱ 3. Teacher-made tests
㊲ 4. Placement of child at end of previous year
㊳ 5. Wishes of child/parent
㊴ 6. Specialist's recommendation
㊵ 7. Observation of work sample
㊶ 8. Conference with specialist
㊷ 9. Conference with pupil
㊸ 10. Starts at beginning of materials
㊹ 11. Other [SPECIFY]____________________

b. For each of the methods that you have indicated that you use to determine initial placement in the curriculum, please tell me whether this method is used with the entire class, with small groups, with subgroups, or with individuals. [PLACE CHECK IN APPROPRIATE COLUMN(S) OPPOSITE METHODS USED]

METHOD	ENTIRE CLASS	GROUPS	SUBGROUPS	INDIVIDUALS
Standardized test results	45	56	67	78
Curriculum-provided tests	46	57	68	79
Teacher-made tests	47	58	69	80
Placement of child at end of previous year	48	59	70	81
Wishes of child/parent	49	60	71	82
Specialist's recommendation	50	61	72	83
Observation of work sample	51	62	73	84
Conference with specialist	52	63	74	85
Conference with pupil	53	64	75	86
Starts at beginning of materials	54	65	76	87
Other [SPECIFY] ______________	55	66	77	88

11. a. Is there a systematic way of assessing student progress or mastery of specific skills built into your reading curriculum? [CIRCLE RESPONSE]

89
1. Yes [CONTINUE WITH Q. 11.b.]
2. No [GO TO Q. 12]

b. Do you usually use it? [CIRCLE RESPONSE]

90
1. Yes
2. No

12. a. What methods do you use to assess pupil mastery of specific skills in reading? [CIRCLE ALL THAT APPLY]

91 1. Standardized test results
92 2. Curriculum-provided tests
93 3. Teacher-made tests
94 4. Review of in-class assignments
95 5. Review of homework
96 6. Completion of work units
97 7. Observation of work sample
98 8. Conference with specialist
99 9. Conference with pupil
100 10. Other [SPECIFY] ______________

b. Please rank the methods you have indicated that you use in terms of their importance in your assessment of mastery. [RECORD NUMBER OF RANK. MOST IMPORTANT WOULD BE "1", NEXT IN IMPORTANCE WOULD BE "2", ETC.]

101 Standardized test results
102 Curriculum-provided tests
103 Teacher-made tests
104 Review of in-class assignments
105 Review of homework
106 Completion of work units
107 Observation of work sample
108 Conference with specialist
109 Conference with pupil
110 Other [SPECIFY] ______________

13. a. Are the students self-paced in reading? [CIRCLE RESPONSE]

111
1. Yes [CONTINUE WITH Q. 13.b.]
2. No [GO TO Q. 14]

b. Who is self-paced? [CIRCLE ONE ONLY]

112
1. Some individual pupils
2. Subgroups of pupils within groups
3. Pupils in one or more groups
4. All pupils

c. What amount of their total reading is self-paced? [CIRCLE ONE ONLY]

113
1. Very little of it
2. Some of it
3. Most of it
4. All of it

d. Do you impose some deadlines for completion of materials? [CIRCLE RESPONSE]

114
1. Yes [CONTINUE WITH Q. 13.e.]
2. No [GO TO Q. 14]

e. Are those deadlines usually by reporting periods, monthly, weekly or daily? [CIRCLE ONE ONLY]

(115)
1. By reporting periods
2. Monthly
3. Weekly
4. Daily
5. Other [SPECIFY] ______________________

14. If a child has been working for several days on a skill or concept in reading and seems to be making no progress, what do you typically do? [CIRCLE ALL THAT APPLY]

(116) 1. Have child repeat content using different materials
(117) 2. Repeat the identical work material
(118) 3. Give extra homework
(119) 4. Give extra in-class assignments
(120) 5. Give one-to-one remedial instruction
(121) 6. Use curriculum-suggested remedial work
(122) 7. Depends completely upon the individual child
(123) 8. Continue on, planning to come back later
(124) 9. Consult with specialist
(125) 10. Nothing
(126) 11. Other [SPECIFY] ______________________
____

15. [USE TEACHER CARD C] Rate your reading curriculum according to how clear it is in telling you what the next unit (or chapter) of material should be at the completion of a unit (or chapter) of material. [CIRCLE ONE ONLY]

(127)
1. Poor
2. Fair
3. Good
4. Very good
5. Excellent

16. a. [USE TEACHER CARD D] To what extent do you follow the sequence that is suggested or implied in your main curriculum? [CIRCLE ONE ONLY]

(128)
1. Cover the material in almost exactly the sequence recommended (or as it appears)
2. Alter the sequence slightly
3. Alter the sequence moderately
4. Alter the sequence considerably
5. Do not use the recommended sequence at all

b. Is the sequence or order in which you present skills the same for all pupils? [CIRCLE RESPONSE]

(129)
1. Yes [GO TO Q. 17]
2. No [CONTINUE WITH Q. 16.c.]

c. How does the sequence vary? [CIRCLE ONE ONLY]

(130)
1. By groups
2. By subgroups
3. By individuals

17. [USE TEACHER CARD E] To what extent do you develop your own materials to replace the materials included or suggested in your basic curriculum package? [CIRCLE ONE ONLY]

(131)
1. Almost never
2. Rarely
3. Sometimes
4. Often
5. Almost always

18. [USE TEACHER CARD F] In general, how interesting do you think your students find the main published curriculum materials you use? (Exclude from consideration here those materials you make yourself. Consider format, layout, artwork, photographs, and so on, not exclusively content.) [CIRCLE ONE ONLY]

132
1. Very uninteresting
2. Somewhat uninteresting
3. Only slightly interesting
4. Fairly interesting
5. Very interesting

19. [USE TEACHER CARD G] Please estimate the percent of your instructional time which is spent in each of the following categories: [ENTER PERCENT NUMBER]

1. Giving instruction to the entire class ______ 133 ______ %
2. Giving instruction to subgroups of 11 or more pupils ______ 134 ______ %
3. Giving instruction to small groups of pupils (5-10 pupils) ______ 135 ______ %
4. Giving instruction to 2-4 pupils at a time ______ 136 ______ %
5. Giving one-to-one instruction or tutorial help ______ 137 ______ %
6. Other [SPECIFY] ______ 138 ______ %

100%

20. [USE TEACHER CARD H] In the past two weeks, what types of instructional materials have you used in reading? [CIRCLE ALL THAT APPLY]

139 1. Basic text
140 2. Supplemental text
141 3. Library books
142 4. Audiotapes
143 5. Workbooks or worksheets
144 6. Instructional kits
145 7. Computer/CAI
146 8. Film strips
147 9. Films
148 10. Games
149 11. Language masters
150 12. Flash cards or work cards
151 13. Other [SPECIFY] ______________________

21. On a typical day, what would the pattern of daily assignments in your class look like? That is, would all pupils have the same assignment, would pupils in each group have the same assignment, etc. [CIRCLE ONE ONLY]

152
1. Assignments made to entire class
2. Assignments made to groups
3. Assignments made to subgroups
4. Assignments made to individual pupils
5. Other [SPECIFY] ______________________

22. a. Are there usually days, for instance one day a week, when this pattern of reading assignments is quite different from the typical pattern you just described? [CIRCLE RESPONSE]

153
1. Yes [CONTINUE WITH Q. 22.b.]
2. No [GO TO Q. 23]

b. [USE TEACHER CARD I] How often does this occur? [CIRCLE ONE ONLY]

154
1. Only rarely, as a special occasion
2. Sometimes, but not often
3. Fairly often

c. On these days what would the pattern of assignments look like? That is, would all pupils have the same assignment, would pupils in each group have the same assignment, etc.? [CIRCLE ONE ONLY]

155
1. Assignments made to entire class
2. Assignments made to groups
3. Assignments made to subgroups
4. Assignments made to individual pupils
5. Other [SPECIFY] ______________________________

____

23. a. Do your students sometimes decide beside whom they will sit during reading instruction? [CIRCLE RESPONSE]

156
1. Yes [CONTINUE WITH Q. 23.h.]
2. No [GO TO Q. 24]

b. [USE TEACHER CARD I] How frequently does this occur? [CIRCLE ONE ONLY]

157
1. Only rarely, as a special occasion
2. Sometimes, but not often
3. Fairly often
4. Almost everyday
5. All the time

24. a. Do your students sometimes decide whether they want to work alone or with others during reading-related instruction? [CIRCLE RESPONSE]

158
1. Yes [CONTINUE WITH Q. 24.b.]
2. No [GO TO Q. 25]

b. [USE TEACHER CARD I] How frequently does this occur? [CIRCLE ONE ONLY]

159
1. Only rarely, as a special occasion
2. Sometimes, but not often
3. Fairly often
4. Almost every day
5. All the time

25. [USE TEACHER CARD J] How frequently is peer tutoring used in this classroom? [CIRCLE ONE ONLY]

160
1. Never
2. Rarely
3. Occasionally
4. Frequently
5. All the time

26. a. Do you sometimes use games or contests with your reading class? [CIRCLE RESPONSE]

161
1. Yes [CONTINUE WITH Q. 26.b.]
2. No [GO TO Q. 27]

b. [USE TEACHER CARD K] How frequently does this occur? [CIRCLE ONE ONLY]

162
1. Once a month or less
2. Once every 2 weeks
3. Once or twice a week
4. Almost every day
5. Every day

27. [USE TEACHER CARD K] On the average, about how often does a student take a formal test? This includes any test other than initial placement tests and includes teacher-made tests. [CIRCLE ONE ONLY]

163
1. Once a month or less [CONTINUE WITH Q. 28]
2. Once every 2 weeks [CONTINUE WITH Q. 28]
3. Once or twice a week [CONTINUE WITH Q. 28]
4. Almost every day [CONTINUE WITH Q. 28]
5. Every day [CONTINUE WITH Q. 28]
6. Pupils do not take formal tests [GO TO Q. 31]

28. What is your typical pattern of testing? Are all the pupils given the same test or are there group or individual differences in the tests which are used? [CIRCLE ONE ONLY]

164
1. Testing identical for entire class
2. Testing varies by groups
3. Testing varies by subgroups
4. Testing varies by pupil
5. Teacher uses no formal tests
6. Other [SPECIFY]______________________________

29. How do you use the results of these tests? [CIRCLE ALL THAT APPLY]

165 1. For grading
166 2. To assess mastery
167 3. For diagnosis
168 4. For prescription
169 5. Other [SPECIFY]______________________________

30. a. Do your students sometimes score their own (not each other's) quizzes or tests? [CIRCLE RESPONSE]

170
1. Yes [CONTINUE WITH Q. 30.b.]
2. No [GO TO Q. 31]

b. [USE TEACHER CARD L] How frequently does this occur? [CIRCLE ONE ONLY]

171
1. Rarely, as a special treat
2. Sometimes but not often
3. Fairly often
4. Almost every day
5. Every time

31. [USE TEACHER CARD M] On the average, when do you give feedback to students on their daily in-class assignments? [CIRCLE ONE ONLY]

172
1. Within several days
2. The next day
3. Sometimes the same day, but after the assignment is completed
4. Always the same day, but after the assignment is completed
5. While the student is working on the assignment
6. Other [SPECIFY]______________________________

32. a. Do any of your students receive additional, regularly scheduled reading instruction from someone other than yourself? [CIRCLE RESPONSE]

173
1. Yes [CONTINUE WITH Q. 32.b.]
2. No [GO TO Q. 33]

b. Where does this additional, regularly scheduled reading instruction take place? [CIRCLE ALL THAT APPLY]

(174) 1. Hallway
(175) 2. Cafeteria
(176) 3. Library
(177) 4. Area in the regular classroom
(178) 5. Another classroom
(179) 6. Resource room or other special learning room
(180) 7. Other [SPECIFY]________________________

c. [USE TEACHER CARD N] For what portion of the school year would a student typically receive the additional, regularly scheduled reading instruction? [CIRCLE ONE ONLY]

(181)
1. One quarter of the school year or less
2. Two quarters
3. Three quarters
4. The entire school year
5. The duration is almost entirely dependent upon individual student needs and achievement

d. Now, by using the roster, help me to record the amount of time that students spend in this additional, regularly scheduled reading instruction during a typical week. [RECORD NUMBER OF MINUTES PER WEEK ON STUDENT ROSTER] (not coded)

e. [USE TEACHER CARD O] How often, on the average, do you meet with the person responsible for this additional, regularly scheduled reading instruction in order to discuss your pupils and their instruction? [CIRCLE ONE ONLY]

(182)
1. Once a month or less
2. Once every two weeks
3. Once a week
4. More than once a week but not every day
5. Every day

f. What is usually being taught back in your classroom while these students are receiving additional, regularly scheduled reading instruction? [CIRCLE ALL THAT APPLY]

(183) 1. Free period or study period
(184) 2. P.E. or recess
(185) 3. Art or Music
(186) 4. Math-related activity
(187) 5. Reading-related activity
(188) 6. Other [SPECIFY]________________________

33. [USE TEACHER CARD P] How many of the students in your entire class and how many of the students receiving additional, regularly scheduled reading instruction would fall into the categories provided? [RECORD NUMBERS OF STUDENTS]

CATEGORY	NUMBER IN ENTIRE CLASS	NUMBER RECEIVING ADDITIONAL REGULARLY SCHEDULED READING INSTRUCTION
American Indian or Alaskan Native	(189)	(195)
Asian or Pacific Islander	(190)	(196)
Hispanic	(191)	(197)
Black, not of Hispanic origin	(192)	(198)
White, not of Hispanic origin	(193)	(199)
Other [SPECIFY]____________	(194)	(200)

34. [USE TEACHER CARD Q] Please select the item which best describes the level of formal education that you have attained. [CIRCLE ONE ONLY]

(201)

1. High school degree only
2. High school degree plus college level credits
3. Bachelor's degree
4. Bachelor's degree plus credits toward a Master's degree
5. Master's degree
6. Master's degree plus credits toward a Ph.D. or Ed.D.
7. Specialist's degree
8. Ph.D. or Ed.D. degree

35. a. During the past three years, have you received any training for teaching reading and for teaching compensatory education? [CIRCLE RESPONSE]

(202)

1. Yes [CONTINUE WITH Q. 35.b.]
2. No [GO TO Q. 37]

b. [USE TEACHER CARD R] For this training, how many hours were presented through each of the following training activities? [RECORD NUMBER FOR EACH]

TRAINING ACTIVITIES	NUMBER OF HOURS
a. Visits or demonstrations by others in the teacher's classroom	(203)
b. Visiting and observing other teachers or aides in their classrooms	(204)
c. Consultations with specialists or trainers, not in the classrooms	(205)
d. Videotapes of model teaching episodes	(206)
e. Videotaping of the teacher or aides themselves in teaching episodes	(207)
f. Workshops	(208)
g. Materials mailed to the teacher or aide for his or her own use	(209)
h. Courses for college credit	(210)

c. [USE TEACHER CARD S] For this training, how many hours were received during the last three years in each of the following content areas? [RECORD NUMBER FOR EACH]

CONTENT AREAS	NUMBER OF HOURS
a. Introduction of new instructional techniques	(211)
b. Introduction of new content material	(212)
c. Utilization of instructional equipment and material	(213)
d. Measurement, evaluation, reporting, project planning and design	(214)
e. General orientation to the philosophy of compensatory education, culture and personality of educationally disadvantaged children	(215)
f. Types of learning disabilities	(216)
g. Utilization of supporting services, (for example, counseling) or utilization of other resources in the community (for example, the library)	(217)
h. Instruction in a foreign language	(218)

36. a. [USE TEACHER CARD T] In terms of your current needs, how would you rate the amount of the training you received for teaching reading and for teaching compensatory education? [CIRCLE ONE ONLY]

(219)
1. Less than adequate
2. Adequate
3. More than adequate

b. [USE TEACHER CARD U] In terms of relevance to your current needs, how would you rate the quality of the training you received for teaching reading and for teaching compensatory education? [CIRCLE ONE ONLY]

(220)
1. Poor
2. Fair
3. Good
4. Very good
5. Excellent

37. What is the total number of years of teaching experience that you have had, not including this year? Please distinguish between "full" years (i.e., taught full-time from the opening to the close of the school year) and "partial" years (e.g., started after school has opened, left before school closed, taught irregularly as a substitute, etc.). [RECORD NUMBER OF YEARS FOR EACH]

FULL YEARS	PARTIAL YEARS
(221)	(222)

38. a. How many years have you taught in this school district, not including this year? Distinguish as before between "full" and "partial" years. [RECORD NUMBER OF YEARS FOR EACH]

FULL YEARS	PARTIAL YEARS
(223)	(224)

b. How many years have you taught in this school, not including this year? Distinguish as before between "full" and "partial" years. [RECORD NUMBER OF YEARS FOR EACH]

FULL YEARS	PARTIAL YEARS
(225)	(226)

39. [USE TEACHER CARD U] How would you evaluate the monitoring and support activities that are presently performed by your principal in the area of reading instruction? [CIRCLE ONE ONLY]

(227)
1. Poor
2. Fair
3. Good
4. Very good
5. Excellent

(228): Setting x Degree (201)

(229): Degree (201) x All Exp [(221) + 0.5 * (222)]

1: ≤ 1
2: $>1, \leq 3$
3: $>3, \leq 8$
4: $>8, \leq 15$
5: >15

(230): Degree (201) x Dist. Exp. [(223) + 0.5 * (224)]

1: ≤ 1
2: $>1, \leq 3$
3: $>3, \leq 5$
4: $>5, \leq 10$
5: >10

(231): Degree (201) x Sch Exp [(225) + 0.5 * (226)]

1: ≤ 1
2: $>1, \leq 2$
3: $>2, \leq 3$
4: $>3, \leq 5$
5: >5

OMB NO. 051-S76037

APPROVAL EXPIRES 9/30/77

INSTRUCTIONAL DIMENSIONS STUDY

NATIONAL INSTITUTE OF EDUCATION

DATE________________________

SUPPLEMENTAL TEACHER INTERVIEW

(FALL, READING)

(FILL IN CODES BEFORE GOING TO CLASSROOM.)

ID CODES	☐	☐	☐	☐	☐	☐	☐	☐	2	9	☐	☐	☐	☐	^	^
	1		3	4	5	6		8	9		11				15	

Interviewer's Signature________________________

1. How many students receive instruction with you during the time you have the rostered students for reading instruction?__________ ①

2. How many of these students were present today for this reading instruction? % Present ②

3. a. At what time does your instructional day begin? Amount of Instructional Time / Day
   b. At what time does your instructional day end? (minutes)
   c. At what time do you stop work for lunch?__________
   d. At what time do you resume work after lunch? ③
   e. Record details on any regular weekly exceptions.__________

4. a. Do you group for reading instruction? [CIRCLE RESPONSE]
   ④ 1. Yes [CONTINUE WITH Q. 4.b.]
   2. No [GO TO Q. 5, 6, THEN SKIP Q. 7-8]
   b. How many reading groups do you usually have? ⑤
   c. Please tell me the names you use for the groups, and the usual number of pupils in each of the groups:

Name of Group:	(1)	(2)	(3)	(4)	(5)
Number of Pupils:	(1)	(2)	(3)	(4)	(5)

Avg. Group Size : ⑥

5. [USE TEACHER CARD A] Now I would like you to help me complete an instructional schedule chart. First, I would like you to tell me the number of persons in the various categories provided who are present during either the morning or afternoon reading activity periods on any of the given days of the week for this reading instruction. [RECORD NUMBER FOR EACH IN CORRESPONDING COLUMNS OF THE CHART ON THE FOLLOWING PAGE]

Questions with yes/no response:	Questions with all applicable responses circled or checked:	Questions with several responses ranked:
Yes = 1	Not circled or checked = 1	1 - 9 = Assigned to appropriate rank of 1 thru 9
No = 2	Circled or checked = 2	10 = Unranked or rank of 10.
NR = 0	N/A = 0	

			No. Person-Hours per Week
a.	How many student teachers?	[RECORD NUMBER IN COLUMN 5.a.]	⑦
b.	How many aides?	[RECORD NUMBER IN COLUMN 5.b.]	⑧
c.	How many parents?	[RECORD NUMBER IN COLUMN 5.c.]	⑨
d.	How many other adult volunteers?	[RECORD NUMBER IN COLUMN 5.d.]	⑩
e.	How many cross-age tutors?	[RECORD NUMBER IN COLUMN 5.e.]	⑪
f.	Other persons?	[RECORD NUMBER IN COLUMN 5.f.]	⑫

PERSONS PRESENT DURING INSTRUCTION

	5.a. STUDENT TEACHERS	5.b. AIDES	5.c. PARENT VOLUNTEERS	5.d. OTHER ADULT VOLUNTEERS	5.e. CROSS-AGE TUTORS	5.f. OTHERS
MON. A.M.						
MON. P.M.						
TUE. A.M.						
TUE. P.M.						
WED. A.M.						
WED. P.M.						
THURS. A.M.						
THURS. P.M.						
FRI. A.M.						
FRI. P.M.						

Now I would like you to refer to your card for examples of activities which are and are not to be considered reading activities.

6. [USE TEACHER CARD A] For the entire class during a typical week, how many minutes are spent on these reading activities in each of the reading activity periods on each of the days of the week? [RECORD NUMBER]

⑬

Total Minutes Per Week

7. For initial placement at the start of the school year, how do you determine the reading group to which a given child is to be assigned? [CIRCLE ALL THAT APPLY]

⑭ 1. Standardized test results
⑮ 2. Curriculum-provided tests
⑯ 3. Teacher-made tests
⑰ 4. Placement of child at end of previous year
⑱ 5. Wishes of child/parent
⑲ 6. Specialist's recommendation
⑳ 7. Observation of work sample
㉑ 8. Conference with specialist
㉒ 9. Conference with pupil
㉓ 10. Other [SPECIFY]______________________

8. a. Is it likely that your reading groups will have the same memberships for the entire school year, or do you anticipate that you will be regrouping at some time during the year? [CIRCLE RESPONSE]

㉔ {
1. Stay the same [GO TO Q. 9]
2. Regroup [CONTINUE WITH Q. 8.b.]

b. [USE TEACHER CARD 9] Approximately how often do you think you will regroup? [CIRCLE ONE ONLY]

1. Less often than at three month intervals
2. Every 3 months
3. Every 2 months
4. Every 6 weeks
5. Once a month
6. Every 3 weeks
7. Every 2 weeks
8. Once a week
9. More often than once a week

} ㉕

9. a. Do you assign reading homework? [CIRCLE RESPONSE]

㉖ {
1. Yes [CONTINUE WITH Q. 9.b.]
2. No [GO TO Q. 10]

b. On what basis do you make assignments? For example, the whole class might get the same assignment or there might be some differences in assignments? [CIRCLE ALL THAT APPLY]

㉗ 1. To entire class [GO TO Q. 9.d.]
㉘ 2. To groups [CONTINUE WITH Q. 9.c., THEN GO TO Q. 10]
㉙ 3. To subgroups in these groups [GO TO Q. 9.d.]
㉚ 4. To individual pupils [GO TO Q. 9.d.]
㉛ 5. Other [GO TO Q. 9.d.] [SPECIFY]______________________

c. [IF HOMEWORK IS ASSIGNED BY GROUPS] Please estimate the average number of minutes per night students in each reading group spend doing assigned homework.

Avg. per Group min/night of Group Homework: ㉜

Name of Group: (1)________ (2)________ (3)________ (4)________ (5)________

Number of Minutes: (1)________ (2)________ (3)________ (4)________ (5)________

d. [IF HOMEWORK IS NOT ASSIGNED BY GROUPS] Please estimate the average number of minutes per night students spend doing assigned homework.________ ㉝ ________

10. a. For initial placement into your instructional curriculum at the beginning of the school year, what methods do you use to determine the point at which students are to begin? [CIRCLE ALL THAT APPLY]

㉞ 1. Standardized test results
㉟ 2. Curriculum-provided tests
㊱ 3. Teacher-made tests
㊲ 4. Placement of child at end of previous year
㊳ 5. Wishes of child/parent
㊴ 6. Specialist's recommendation
㊵ 7. Observation of work sample
㊶ 8. Conference with specialist
㊷ 9. Conference with pupil
㊸ 10. Starts at beginning of materials
㊹ 11. Other [SPECIFY]______________________

b. For each of the methods that you have indicated that you use to determine initial placement in the curriculum, please tell me whether this method is used with the entire class, with small groups, with subgroups, or with individuals. [PLACE CHECK IN APPROPRIATE COLUMN(S) OPPOSITE METHODS USED]

METHOD	ENTIRE CLASS	GROUPS	SUBGROUPS	INDIVIDUALS
Standardized test results	㊺	(56)	(67)	(78)
Curriculum-provided tests	㊻	(57)	(68)	(79)
Teacher-made tests	㊼	(58)	(69)	(80)
Placement of child at end of previous year	㊽	(59)	(70)	(81)
Wishes of child/parent	㊾	(60)	(71)	(82)
Specialist's recommendation	㊿	(61)	(72)	(83)
Observation of work sample	(51)	(62)	(73)	(84)
Conference with specialist	(52)	(63)	(74)	(85)
Conference with pupil	(53)	(64)	(75)	(86)
Starts at beginning of materials	(54)	(65)	(76)	(87)
Other [SPECIFY] ______	(55)	(66)	(77)	(88)

11. a. Is there a systematic way of assessing student progress or mastery of specific skills built into your reading curriculum? [CIRCLE RESPONSE]

(89)
1. Yes [CONTINUE WITH Q. 11.b.]
2. No [GO TO Q. 12]

b. Do you usually use it? [CIRCLE RESPONSE]

(90)
1. Yes
2. No

12. a. What methods do you use to assess pupil mastery of specific skills in reading? [CIRCLE ALL THAT APPLY]

(91) 1. Standardized test results
(92) 2. Curriculum-provided tests
(93) 3. Teacher-made tests
(94) 4. Review of in-class assignments
(95) 5. Review of homework
(96) 6. Completion of work units
(97) 7. Observation of work sample
(98) 8. Conference with specialist
(99) 9. Conference with pupil
(100) 10. Other [SPECIFY] ______

b. Please rank the methods you have indicated that you use in terms of their importance in your assessment of mastery. [RECORD NUMBER OF RANK. MOST IMPORTANT WOULD BE "1", NEXT IN IMPORTANCE WOULD BE "2", ETC.]

(101) Standardized test results
(102) Curriculum-provided tests
(103) Teacher-made tests
(104) Review of in-class assignments
(105) Review of homework
(106) Completion of work units
(107) Observation of work sample
(108) Conference with specialist
(109) Conference with pupil
(110) Other [SPECIFY] ______

13. a. Are the students self-paced in reading? [CIRCLE RESPONSE]

(111)
1. Yes [CONTINUE WITH Q. 13.b.]
2. No [GO TO Q. 14]

b. Who is self-paced? [CIRCLE ONE ONLY]

(112)
1. Some individual pupils
2. Subgroups of pupils within groups
3. Pupils in one or more groups
4. All pupils

c. What amount of their total reading is self-paced? [CIRCLE ONE ONLY]

(113)
1. Very little of it
2. Some of it
3. Most of it
4. All of it

d. Do you impose some deadlines for completion of materials? [CIRCLE RESPONSE]

(114)
1. Yes [CONTINUE WITH Q. 13.e.]
2. No [GO TO Q. 14]

e. Are these deadlines usually by reporting periods, monthly, weekly or daily? [CIRCLE ONE ONLY]

(115)
1. By reporting periods
2. Monthly
3. Weekly
4. Daily
5. Other [SPECIFY] ______________________________

14. If a child has been working for several days on a skill or concept in reading and seems to be making no progress, what do you typically do? [CIRCLE ALL THAT APPLY]

(116) 1. Have child repeat content using different materials
(117) 2. Repeat the identical work material
(118) 3. Give extra homework
(119) 4. Give extra in-class assignments
(120) 5. Give one-to-one remedial instruction
(121) 6. Use curriculum-suggested remedial work
(122) 7. Depends completely upon the individual child
(123) 8. Continue on, planning to come back later
(124) 9. Consult with specialist
(125) 10. Nothing
(126) 11. Other [SPECIFY] ______________________________

15. [USE TEACHER CARD C] Rate your reading curriculum according to how clear it is in telling you what the next unit (or chapter) of material should be at the completion of a unit (or chapter) of material. [CIRCLE ONE ONLY]

(127)
1. Poor
2. Fair
3. Good
4. Very good
5. Excellent

16. a. [USE TEACHER CARD D] To what extent do you follow the sequence that is suggested or implied in your main curriculum? [CIRCLE ONE ONLY]

(128)
1. Cover the material in almost exactly the sequence recommended (or as it appears)
2. Alter the sequence slightly
3. Alter the sequence moderately
4. Alter the sequence considerably
5. Do not use the recommended sequence at all

b. Is the sequence or order in which you present skills the same for all pupils? [CIRCLE RESPONSE]

(129)
1. Yes [GO TO Q. 17]
2. No [CONTINUE WITH Q. 16.c.]

c. How does the sequence vary? [CIRCLE ONE ONLY]

(130)
1. By groups
2. By subgroups
3. By individuals

17. [USE TEACHER CARD E] To what extent do you develop your own materials to replace the materials included or suggested in your basic curriculum package? [CIRCLE ONE ONLY]

(131)
1. Almost never
2. Rarely
3. Sometimes
4. Often
5. Almost always

18. [USE TEACHER CARD F] In general, how interesting do you think your students find the main published curriculum materials you use? (Exclude from consideration here those materials you make yourself. Consider format, layout, artwork, photographs, and so on, not exclusively content.) [CIRCLE ONE ONLY]

(132)
1. Very uninteresting
2. Somewhat uninteresting
3. Only slightly interesting
4. Fairly interesting
5. Very interesting

19. [USE TEACHER CARD G] Please estimate the percent of your instructional time which is spent in each of the following categories: [ENTER PERCENT NUMBER]

1. Giving instruction to the entire class ____________ (133) ___%
2. Giving instruction to subgroups of 11 or more pupils ____________ (134) ___%
3. Giving instruction to small groups of pupils (5-10 pupils) ____________ (135) ___%
4. Giving instruction to 2-4 pupils at a time ____________ (136) ___%
5. Giving one-to-one instruction or tutorial help ____________ (137) ___%
6. Other [SPECIFY] ____________ (138) ___%

100%

20. [USE TEACHER CARD H] In the past two weeks, what types of instructional materials have you used in reading? [CIRCLE ALL THAT APPLY]

(139) 1. Basic text
(140) 2. Supplemental text
(141) 3. Library books
(142) 4. Audiotapes
(143) 5. Workbooks or worksheets
(144) 6. Instructional kits
(145) 7. Computer/CAI
(146) 8. Film strips
(147) 9. Films
(148) 10. Games
(149) 11. Language masters
(150) 12. Flash cards or work cards
(151) 13. Other [SPECIFY] ____________

21. On a typical day, what would the pattern of daily assignments in your class look like? That is, would all pupils have the same assignment, would pupils in each group have the same assignment, etc. [CIRCLE ONE ONLY]

(152)
1. Assignments made to entire class
2. Assignments made to groups
3. Assignments made to subgroups
4. Assignments made to individual pupils
5. Other [SPECIFY] ____________

22. a. Are there usually days, for instance one day a week, when this pattern of reading assignments is quite different from the typical pattern you just described? [CIRCLE RESPONSE]

(153)
1. Yes [CONTINUE WITH Q. 22.b.]
2. No [GO TO Q. 23]

b. [USE TEACHER CARD I] How often does this occur? [CIRCLE ONE ONLY]

(154)
1. Only rarely, as a special occasion
2. Sometimes, but not often
3. Fairly often

c. On these days what would the pattern of assignments look like? That is, would all pupils have the same assignment, would pupils in each group have the same assignment, etc.? [CIRCLE ONE ONLY]

155
1. Assignments made to entire class
2. Assignments made to groups
3. Assignments made to subgroups
4. Assignments made to individual pupils
5. Other [SPECIFY] ____________________

23. a. Do your students sometimes decide beside whom they will sit during reading instruction? [CIRCLE RESPONSE]

156
1. Yes [CONTINUE WITH Q. 23.b.]
2. No [GO TO Q. 24]

b. [USE TEACHER CARD I] How frequently does this occur? [CIRCLE ONE ONLY]

157
1. Only rarely, as a special occasion
2. Sometimes, but not often
3. Fairly often
4. Almost everyday
5. All the time

24. a. Do your students sometimes decide whether they want to work alone or with others during reading-related instruction? [CIRCLE RESPONSE]

158
1. Yes [CONTINUE WITH Q. 24.b.]
2. No [GO TO Q. 25]

b. [USE TEACHER CARD I] How frequently does this occur? [CIRCLE ONE ONLY]

159
1. Only rarely, as a special occasion
2. Sometimes, but not often
3. Fairly often
4. Almost every day
5. All the time

25. [USE TEACHER CARD J] How frequently is peer tutoring used in this classroom? [CIRCLE ONE ONLY]

160
1. Never
2. Rarely
3. Occasionally
4. Frequently
5. All the time

26. a. Do you sometimes use games or contests with your reading class? [CIRCLE RESPONSE]

161
1. Yes [CONTINUE WITH Q. 26.b.]
2. No [GO TO Q. 27]

b. [USE TEACHER CARD K] How frequently does this occur? [CIRCLE ONE ONLY]

162
1. Once a month or less
2. Once every 2 weeks
3. Once or twice a week
4. Almost every day
5. Every day

27. [USE TEACHER CARD K] On the average, about how often does a student take a formal test? This includes any test other than initial placement tests and includes teacher-made tests. [CIRCLE ONE ONLY]

(163)
1. Once a month or less [CONTINUE WITH Q. 28]
2. Once every 2 weeks [CONTINUE WITH Q. 28]
3. Once or twice a week [CONTINUE WITH Q. 28]
4. Almost every day [CONTINUE WITH Q. 28]
5. Every day [CONTINUE WITH Q. 28]
6. Pupils do not take formal tests [GO TO Q. 31]

28. What is your typical pattern of testing? Are all the pupils given the same test or are there group or individual differences in the tests which are used? [CIRCLE ONE ONLY]

(164)
1. Testing identical for entire class
2. Testing varies by groups
3. Testing varies by subgroups
4. Testing varies by pupil
5. Teacher uses no formal tests
6. Other [SPECIFY]______________________

29. How do you use the results of these tests? [CIRCLE ALL THAT APPLY]

(165) 1. For grading
(166) 2. To assess mastery
(167) 3. For diagnosis
(168) 4. For prescription
(169) 5. Other [SPECIFY]______________________

30. a. Do your students sometimes score their own (not each other's) quizzes or tests? [CIRCLE RESPONSE]

(170)
1. Yes [CONTINUE WITH Q. 30.b.]
2. No [GO TO Q. 31]

b. [USE TEACHER CARD L] How frequently does this occur? [CIRCLE ONE ONLY]

(171)
1. Rarely, as a special treat
2. Sometimes but not often
3. Fairly often
4. Almost every day
5. Every time

31. [USE TEACHER CARD M] On the average, when do you give feedback to students on their daily in-class assignments? [CIRCLE ONE ONLY]

(172)
1. Within several days
2. The next day
3. Sometimes the same day, but after the assignment is completed
4. Always the same day, but after the assignment is completed
5. While the student is working on the assignment
6. Other [SPECIFY]______________________

(173) omitted

32. a. Now, let's discuss some other aspects of the reading instruction provided for the students on this roster. Where does the reading instruction for these students take place? [CIRCLE ONE ONLY]

(174)
1. Hallway
2. Cafeteria
3. Library
4. Area in the regular classroom
5. Another classroom
6. Resource room or other special learning room
7. Other [SPECIFY]______________________

(175) omitted
(176) "
(177) "
(178) "
(179) "
(180) "

b. [USE TEACHER CARD N] For what portion of the school year will these students receive this reading instruction? [CIRCLE ONE ONLY]

(181)
1. One quarter of the school year or less
2. Two quarters
3. Three quarters
4. The entire school year
5. The duration is almost entirely dependent upon individual student needs and achievement

c. [USE TEACHER CARD O] How often, on the average, do you meet with the person responsible for the regularly scheduled reading instruction in order to discuss your pupils and their instruction? [CIRCLE ONE ONLY]

(182)
1. Once a month or less
2. Once every two weeks
3. Once a week
4. More than once a week but not every day
5. Every day

d. What is usually being taught back in the regular classroom while these students are receiving this additional, regularly scheduled reading instruction? [CIRCLE ALL THAT APPLY]

(183) 1. Free period or study period
(184) 2. P.E. or recess
(185) 3. Art or Music
(186) 4. Math-related activity
(187) 5. Reading-related activity
(188) 6. Other [SPECIFY]______________________

33. [USE TEACHER CARD P] How many of the students on the roster for this class would fall into the categories provided? [RECORD NUMBERS OF STUDENTS]

(189) omitted
(190) "
(191) "
(192) "
(193) "
(194) "

CATEGORY	NUMBER RECEIVING THIS READING INSTRUCTION
American Indian or Alaskan Native	(195)
Asian or Pacific Islander	(196)
Hispanic	(197)
Black, not of Hispanic origin	(198)
White, not of Hispanic origin	(199)
Other______________________	(200)

34. [USE TEACHER CARD Q] Please select the item which best describes the level of formal education that you have attained. [CIRCLE ONE ONLY]

(201)
1. High school degree only
2. High school degree plus college level credits
3. Bachelor's degree
4. Bachelor's degree plus credits toward a Master's degree
5. Master's degree
6. Master's degree plus credits toward a Ph.D. or Ed.D.
7. Specialist's degree
8. Ph.D. or Ed.D. degree

35. a. During the past three years, have you received any training for teaching reading or for teaching compensatory education? [CIRCLE RESPONSE]

(202)
1. Yes [CONTINUE WITH Q. 35.b.]
2. No [GO TO Q. 37]

b. [USE TEACHER CARD R] For this training, how many hours were presented through each of the following training activities? [RECORD NUMBER FOR EACH]

TRAINING ACTIVITIES	NUMBER OF HOURS
a. Visits or demonstrations by others in the teacher's classroom	(203)
b. Visiting and observing other teachers or aides in their classrooms	(204)
c. Consultations with specialists or trainers, not in the classrooms	(205)
d. Videotapes of model teaching episodes	(206)
e. Videotaping of the teacher or aides themselves in teaching episodes	(207)
f. Workshops	(208)
g. Materials mailed to the teacher or aide for his or her own use	(209)
h. Courses for college credit	(210)

c. [USE TEACHER CARD S] For this training, how many hours were received during the last three years in each of the following content areas? [RECORD NUMBER FOR EACH]

CONTENT AREAS	NUMBER OF HOURS
a. Introduction of new instructional techniques	(211)
b. Introduction of new content material	(212)
c. Utilization of instructional equipment and material	(213)
d. Measurement, evaluation, reporting, project planning and design	(214)
e. General orientation to the philosophy of compensatory education, culture and personality of educationally disadvantaged children	(215)
f. Types of learning disabilities	(216)
g. Utilization of supporting services, (for example, counseling) or utilization of other resources in the community (for example, the library)	(217)
h. Instruction in a foreign language	(218)

36. a. [USE TEACHER CARD T] In terms of your current needs, how would you rate the amount of the training you received for teaching reading and for teaching compensatory education? [CIRCLE ONE ONLY]

(219)
1. Less than adequate
2. Adequate
3. More than adequate

b. [USE TEACHER CARD U] In terms of relevance to your current needs, how would you rate the quality of the training you received for teaching reading and for teaching compensatory education? [CIRCLE ONE ONLY]

(220)
1. Poor
2. Fair
3. Good
4. Very good
5. Excellent

37. What is the total number of years of teaching experience that you have had, not including this year? Please distinguish between "full" years (i.e., taught full-time from the opening to the close of the school year) and "partial" years (e.g., started after school has opened, left before school closed, taught irregularly as a substitute, etc.). [RECORD NUMBER OF YEARS FOR EACH]

FULL YEARS	PARTIAL YEARS
(221)	(222)

38. a. How many years have you taught in this school district, not including this year? Distinguish as before between "full" and "partial" years. [RECORD NUMBER OF YEARS FOR EACH]

FULL YEARS	PARTIAL YEARS
(223)	(224)

b. How many years have you taught in this school, not including this year? Distinguish as before between "full" and "partial" years. [RECORD NUMBER OF YEARS FOR EACH]

FULL YEARS	PARTIAL YEARS
(225)	(226)

c. How many years, not including this year, have you taught supplemental or compensatory education reading? Distinguish as before between "full" and "partial" years. [RECORD NUMBER OF YEARS FOR EACH]

FULL YEARS	PARTIAL YEARS
(227)	(228)

39. [USE TEACHER CARD U] How would you evaluate the monitoring and support activities that are presently performed by your principal in the area of reading instruction? [CIRCLE ONE ONLY]

(233)
1. Poor
2. Fair
3. Good
4. Very good
5. Excellent

(229): Degree (201) x All Exp [(221) + 0.5 * (222)]
1: ≤1
2: >1, ≤3
3: >3, ≤8
4: >8, ≤15
5: >15

(230): Degree (201) x Dist. Exp [(223) + 0.5 * (224)]
1: ≤1
2: >1, ≤3
3: >3, ≤5
4: >5, ≤10
5: >10

(231): Degree (201) x Sch Exp [(225) + 0.5 * (226)]
1: ≤1
2: >1, ≤2
3: >2, ≤3
4: >3, ≤5
5: >5

(232): Degree (201) x CE Sbj Exp [(227) + 0.5 * (228)]
1: ≤1
2: >1, ≤3
3: >3, ≤5
4: >5, ≤8
5: >8

OMB NO. 051-S76037

APPROVAL EXPIRES 9/30/77

INSTRUCTIONAL DIMENSIONS STUDY

NATIONAL INSTITUTE OF EDUCATION

DATE____________________

TEACHER INTERVIEW

(FALL, MATH)

(FILL IN CODES BEFORE GOING TO CLASSROOM.)

ID CODES									2	0					△	△
	1		3	4	5	6		8	9		11				15	

Interviewer's Signature____________________

1. How many students are enrolled in this classroom for regular math instruction with you? ①

2. How many of these students were present today during math class? % Present ②

3. a. At what time does your instructional day begin? Amount of Instructional Time/Day
b. At what time does your instructional day end? (minutes)
c. At what time do you stop work for lunch?__________
d. At what time do you resume work after lunch? ③
e. Record details on any regular weekly exceptions.__________

4. a. Do you group for math instruction? [CIRCLE RESPONSE]
④ { 1. Yes [CONTINUE WITH Q. 4.b.]
2. No [GO TO Q. 5, 6, THEN SKIP Q. 7-8]
b. How many math groups do you usually have? ⑤
c. Please tell me the names you use for the groups, and the usual number of pupils in each of the groups:

Name of Group:	(1)______	(2)______	(3)______	(4)______	(5)______
Number of Pupils:	(1)______	(2)______	(3)______	(4)______	(5)______

Avg. Group Size: ⑥

5. [USE TEACHER CARD A] Now I would like you to help me complete an instructional schedule chart. First, I would like you to tell me the number of persons in the various categories provided who are present during either the morning or afternoon math activity periods on any of the given days of the week. [RECORD NUMBER FOR EACH IN CORRESPONDING COLUMNS OF THE CHART ON THE FOLLOWING PAGE]

Questions with yes/no response:

Yes = 1
No = 2
NR = 0

Questions with all applicable responses circled or checked:

Not circled or checked = 1
Circled or checked = 2
N/A = 0

Questions with several responses ranked:

1 - 9 = Assigned to appropriate rank of 1 thru
10 = Unranked or ran of 10.

1-25

No. Person Hours per Week

5. a. How many student teachers? [RECORD NUMBER IN COLUMN 5.a.] ⑦
b. How many aides? [RECORD NUMBER IN COLUMN 5.b.] ⑧
c. How many parents? [RECORD NUMBER IN COLUMN 5.c.] ⑨
d. How many other adult volunteers? [RECORD NUMBER IN COLUMN 5.d.] ⑩
e. How many cross-age tutors? [RECORD NUMBER IN COLUMN 5.e.] ⑪
f. Other persons? [RECORD NUMBER IN COLUMN 5.f.] ⑫

PERSONS PRESENT DURING INSTRUCTION

	5.a. STUDENT TEACHERS	5.b. AIDES	5.c. PARENT VOLUNTEERS	5.d. OTHER ADULT VOLUNTEERS	5.e. CROSS-AGE TUTORS	5.f. OTHERS
MON. A.M.						
MON. P.M.						
TUE. A.M.						
TUE. P.M.						
WED. A.M.						
WED. P.M.						
THURS. A.M.						
THURS. P.M.						
FRI. A.M.						
FRI. P.M.						

Now I would like you to refer to your card for examples of activities which are and are not to be considered math activities.

6. [USE TEACHER CARD A] For the entire class during a typical week, how many minutes are spent on these math activities in each of the math activity periods on each of the days of the week? [RECORD NUMBER]

⑬
Total Minutes Per Week

7. For initial placement at the start of the school year, how do you determine the math group to which a given child is to be assigned? [CIRCLE ALL THAT APPLY]

⑭ 1. Standardized test results
⑮ 2. Curriculum-provided tests
⑯ 3. Teacher-made tests
⑰ 4. Placement of child at end of previous year
⑱ 5. Wishes of child/parent
⑲ 6. Specialist's recommendation
⑳ 7. Observation of work sample
㉑ 8. Conference with specialist
㉒ 9. Conference with pupil
㉓ 10. Other [SPECIFY]______________________

8. a. Is it likely that your math groups will have the same memberships for the entire school year, or do you anticipate that you will be regrouping at some time during the year? [CIRCLE RESPONSE]

㉔ {
1. Stay the same [GO TO Q. 9]
2. Regroup [CONTINUE WITH Q. 8.b.]

b. [USE TEACHER CARD B] Approximately how often do you think you will regroup? [CIRCLE ONE ONLY]

1. Less often than at three month intervals
2. Every 3 months
3. Every 2 months
4. Every 6 weeks
5. Once a month
6. Every 3 weeks
7. Every 2 weeks
8. Once a week
9. More often than once a week

} ㉕

9. a. Do you assign math homework? [CIRCLE RESPONSE]

㉖ {
1. Yes [CONTINUE WITH Q. 9.b.]
2. No [GO TO Q. 10]

b. On what basis do you make assignments? For example, the whole class might get the same assignment or there might be some differences in assignments? [CIRCLE ALL THAT APPLY]

㉗ 1. To entire class [GO TO Q. 9.d.]
㉘ 2. To groups [CONTINUE WITH Q. 9.c., THEN GO TO Q. 10]
㉙ 3. To subgroups in these groups [GO TO Q. 9.d.]
㉚ 4. To individual pupils [GO TO Q. 9.d.]
㉛ 5. Other [GO TO Q. 9.d.] [SPECIFY]______________________

c. [IF HOMEWORK IS ASSIGNED BY GROUPS] Please estimate the average number of minutes per night students in each math group spend doing assigned homework.

Avg. per Group min/night of Group Homework: ㉜

Name of Group: (1)__________ (2)__________ (3)__________ (4)__________ (5)__________

Number of Minutes: (1)__________ (2)__________ (3)__________ (4)__________ (5)__________

d. [IF HOMEWORK IS NOT ASSIGNED BY GROUPS] Please estimate the average number of minutes per night students spend doing assigned homework. ㉝______________________

10. a. For initial placement into your instructional curriculum at the beginning of the school year, what methods do you use to determine the point at which students are to begin? [CIRCLE ALL THAT APPLY]

㉞ 1. Standardized test results
㉟ 2. Curriculum-provided tests
㊱ 3. Teacher-made tests
㊲ 4. Placement of child at end of previous year
㊳ 5. Wishes of child/parent
㊴ 6. Specialist's recommendation
㊵ 7. Observation of work sample
㊶ 8. Conference with specialist
㊷ 9. Conference with pupil
㊸ 10. Starts at beginning of materials
㊹ 11. Other [SPECIFY]______________________

b. For each of the methods that you have indicated that you use to determine initial placement in the curriculum, please tell me whether this method is used with the entire class, with small groups, with subgroups, or with individuals. [PLACE CHECK IN APPROPRIATE COLUMN(S) OPPOSITE METHODS USED]

METHOD	ENTIRE CLASS	GROUPS	SUBGROUPS	INDIVIDUALS
Standardized test results	㊺	(56)	(67)	(78)
Curriculum-provided tests	㊻	(57)	(68)	(79)
Teacher-made tests	㊼	(58)	(69)	(80)
Placement of child at end of previous year	㊽	(59)	(70)	(81)
Wishes of child/parent	㊾	(60)	(71)	(82)
Specialist's recommendation	㊿	(61)	(72)	(83)
Observation of work sample	(51)	(62)	(73)	(84)
Conference with specialist	(52)	(63)	(74)	(85)
Conference with pupil	(53)	(64)	(75)	(86)
Starts at beginning of materials	(54)	(65)	(76)	(87)
Other [SPECIFY]________________	(55)	(66)	(77)	(88)

11. a. Is there a systematic way of assessing student progress or mastery of specific skills built into your math curriculum? [CIRCLE RESPONSE]

(89)
1. Yes [CONTINUE WITH Q. 11.b.]
2. No [GO TO Q. 12]

b. Do you usually use it? [CIRCLE RESPONSE]

(90)
1. Yes
2. No

12. a. What methods do you use to assess pupil mastery of specific skills in math? [CIRCLE ALL THAT APPLY]

(91) 1. Standardized test results
(92) 2. Curriculum-provided tests
(93) 3. Teacher-made tests
(94) 4. Review of in-class assignments
(95) 5. Review of homework
(96) 6. Completion of work units
(97) 7. Observation of work sample
(98) 8. Conference with specialist
(99) 9. Conference with pupil
(100) 10. Other [SPECIFY] ____________________

b. Please rank the methods you have indicated that you use in terms of their importance in your assessment of mastery. [RECORD NUMBER OF RANK. MOST IMPORTANT WOULD BE "1", NEXT IN IMPORTANCE WOULD BE "2", ETC.]

_(101)_ Standardized test results
_(102)_ Curriculum-provided tests
_(103)_ Teacher-made tests
_(104)_ Review of in-class assignments
_(105)_ Review of homework
_(106)_ Completion of work units
_(107)_ Observation of work sample
_(108)_ Conference with specialist
_(109)_ Conference with pupil
_(110)_ Other [SPECIFY]____________________

13. a. Are the students self-paced in math? [CIRCLE RESPONSE]

(111)
1. Yes [CONTINUE WITH Q. 13.b.]
2. No [GO TO Q. 14]

b. Who is self-paced? [CIRCLE ONE ONLY]

(112)
1. Some individual pupils
2. Subgroups of pupils within groups
3. Pupils in one or more groups
4. All pupils

c. What amount of their total math is self-paced? [CIRCLE ONE ONLY]

(113)
1. Very little of it
2. Some of it
3. Most of it
4. All of it

d. Do you impose some deadlines for completion of materials? [CIRCLE RESPONSE]

e. Are these deadlines usually by reporting periods, monthly, weekly or daily? [CIRCLE ONE ONLY]

1. By reporting periods
2. Monthly
(115) 3. Weekly
4. Daily
5. Other [SPECIFY]____________________

14. If a child has been working for several days on a skill or concept in math and seems to be making no progress, what do you typically do? [CIRCLE ALL THAT APPLY]

(116) 1. Have child repeat content using different materials
(117) 2. Repeat the identical work material
(118) 3. Give extra homework
(119) 4. Give extra in-class assignments
(120) 5. Give one-to-one remedial instruction
(121) 6. Use curriculum-suggested remedial work
(122) 7. Depends completely upon the individual child
(123) 8. Continue on, planning to come back later
(124) 9. Consult with specialist
(125) 10. Nothing
(126) 11. Other [SPECIFY]____________________

15. [USE TEACHER CARD C] Rate your math curriculum according to how clear it is in telling you what the next unit (or chapter) of material should be at the completion of a unit (or chapter) of material. [CIRCLE ONE ONLY]

1. Poor
2. Fair
(127) 3. Good
4. Very good
5. Excellent

16. a. [USE TEACHER CARD D] To what extent do you follow the sequence that is suggested or implied in your main curriculum? [CIRCLE ONE ONLY]

1. Cover the material in almost exactly the sequence recommended (or as it appears)
2. Alter the sequence slightly
(128) 3. Alter the sequence moderately
4. Alter the sequence considerably
5. Do not use the recommended sequence at all

b. Is the sequence or order in which you present skills the same for all pupils? [CIRCLE RESPONSE]

(129) 1. Yes [GO TO Q. 17]
2. No [CONTINUE WITH Q. 16.c.]

c. How does the sequence vary? [CIRCLE ONE ONLY]

1. By groups
(130) 2. By subgroups
3. By individuals

17. [USE TEACHER CARD E] To what extent do you develop your own materials to replace the materials included or suggested in your basic curriculum package? [CIRCLE ONE ONLY]

1. Almost never
2. Rarely
(131) 3. Sometimes
4. Often
5. Almost always

18. [USE TEACHER CARD F] In general, how interesting do you think your students find the main published curriculum materials you use? (Exclude from consideration here those materials you make yourself. Consider format, layout, artwork, photographs, and so on, not exclusively content.) [CIRCLE ONE ONLY]

(132)
1. Very uninteresting
2. Somewhat uninteresting
3. Only slightly interesting
4. Fairly interesting
5. Very interesting

19. [USE TEACHER CARD G] Please estimate the percent of your instructional time which is spent in each of the following categories: [ENTER PERCENT NUMBER]

1. Giving instruction to the entire class ____(133)____ %
2. Giving instruction to subgroups of 11 or more pupils ____(134)____ %
3. Giving instruction to small groups of pupils (5-10 pupils) ____(135)____ %
4. Giving instruction to 2-4 pupils at a time ____(136)____ %
5. Giving one-to-one instruction or tutorial help ____(137)____ %
6. Other [SPECIFY] ____(138)____ %

100%

20. [USE TEACHER CARD H] In the past two weeks, what types of instructional materials have you used in math? [CIRCLE ALL THAT APPLY]

(139) 1. Basic text
(140) 2. Supplemental text
(141) 3. Library books
(142) 4. Audiotapes
(143) 5. Workbooks or worksheets
(144) 6. Instructional kits
(145) 7. Computer/CAI
(146) 8. Film strips
(147) 9. Films
(148) 10. Games
(149) 11. Manipulatives
(150) 12. Flash cards or work cards
(151) 13. Other [SPECIFY] ____________________

21. On a typical day, what would the pattern of daily assignments in your class look like? That is, would all pupils have the same assignment, would pupils in each group have the same assignment, etc. [CIRCLE ONE ONLY]

(152)
1. Assignments made to entire class
2. Assignments made to groups
3. Assignments made to subgroups
4. Assignments made to individual pupils
5. Other [SPECIFY] ____________________

22. a. Are there usually days, for instance one day a week, when this pattern of math assignments is quite different from the typical pattern you just described? [CIRCLE RESPONSE]

(153)
1. Yes [CONTINUE WITH Q. 22.b.]
2. No [GO TO Q. 23]

b. [USE TEACHER CARD I] How often does this occur? [CIRCLE ONE ONLY]

(154)
1. Only rarely, as a special occasion
2. Sometimes, but not often
3. Fairly often

c. On these days what would the pattern of assignments look like? That is, would all pupils have the same assignment, would pupils in each group have the same assignment, etc.? [CIRCLE ONE ONLY]

(155)
1. Assignments made to entire class
2. Assignments made to groups
3. Assignments made to subgroups
4. Assignments made to individual pupils
5. Other [SPECIFY]______________________________

23. a. Do your students sometimes decide beside whom they will sit during math instruction? [CIRCLE RESPONSE]

(156)
1. Yes [CONTINUE WITH Q. 23.b.]
2. No [GO TO Q. 24]

b. [USE TEACHER CARD I] How frequently does this occur? [CIRCLE ONE ONLY]

(157)
1. Only rarely, as a special occasion
2. Sometimes, but not often
3. Fairly often
4. Almost everyday
5. All the time

24. a. Do your students sometimes decide whether they want to work alone or with others during math-related instruction? [CIRCLE RESPONSE]

(158)
1. Yes [CONTINUE WITH Q. 24.b.]
2. No [GO TO Q. 25]

b. [USE TEACHER CARD I] How frequently does this occur? [CIRCLE ONE ONLY]

(159)
1. Only rarely, as a special occasion
2. Sometimes, but not often
3. Fairly often
4. Almost every day
5. All the time

25. [USE TEACHER CARD J] How frequently is peer tutoring used in this classroom? [CIRCLE ONE ONLY]

(160)
1. Never
2. Rarely
3. Occasionally
4. Frequently
5. All the time

26. a. Do you sometimes use games or contests with your math class? [CIRCLE RESPONSE]

(161)
1. Yes [CONTINUE WITH Q. 26.b.]
2. No [GO TO Q. 27]

b. [USE TEACHER CARD K] How frequently does this occur? [CIRCLE ONE ONLY]

(162)
1. Once a month or less
2. Once every 2 weeks
3. Once or twice a week
4. Almost every day
5. Every day

27. [USE TEACHER CARD K] On the average, about how often does a student take a formal test? This includes any test other than initial placement tests and includes teacher-made tests. [CIRCLE ONE ONLY]

(163)
1. Once a month or less [CONTINUE WITH Q. 28]
2. Once every 2 weeks [CONTINUE WITH Q. 28]
3. Once or twice a week [CONTINUE WITH Q. 28]
4. Almost every day [CONTINUE WITH Q. 28]
5. Every day [CONTINUE WITH Q. 28]
6. Pupils do not take formal tests [GO TO Q. 31]

28. What is your typical pattern of testing? Are all the pupils given the same test or are there group or individual differences in the tests which are used? [CIRCLE ONE ONLY]

(164)
1. Testing identical for entire class
2. Testing varies by groups
3. Testing varies by subgroups
4. Testing varies by pupil
5. Teacher uses no formal tests
6. Other [SPECIFY]____________________

29. How do you use the results of these tests? [CIRCLE ALL THAT APPLY]

(165) 1. For grading
(166) 2. To assess mastery
(167) 3. For diagnosis
(168) 4. For prescription
(169) 5. Other [SPECIFY]____________________

30. a. Do your students sometimes score their own (not each other's) quizzes or tests? [CIRCLE RESPONSE]

(170)
1. Yes [CONTINUE WITH Q. 30.b.]
2. No [GO TO Q. 31]

b. [USE TEACHER CARD L] How frequently does this occur? [CIRCLE ONE ONLY]

(171)
1. Rarely, as a special treat
2. Sometimes but not often
3. Fairly often
4. Almost every day
5. Every time

31. [USE TEACHER CARD M] On the average, when do you give feedback to students on their daily-in-class assignments? [CIRCLE ONE ONLY]

(172)
1. Within several days
2. The next day
3. Sometimes the same day, but after the assignment is completed
4. Always the same day, but after the assignment is completed
5. While the student is working on the assignment
6. Other [SPECIFY]____________________

32. a. Do any of your students receive additional, regularly scheduled math instruction from someone other than yourself? [CIRCLE RESPONSE]

(173)
1. Yes [CONTINUE WITH Q. 32.b.]
2. No [GO TO Q. 33]

b. Where does this additional, regularly scheduled math instruction take place? [CIRCLE ALL THAT APPLY]

(174) 1. Hallway
(175) 2. Cafeteria
(176) 3. Library
(177) 4. Area in the regular classroom
(178) 5. Another classroom
(179) 6. Resource room or other special learning room
(180) 7. Other [SPECIFY]________________

c. [USE TEACHER CARD N] For what portion of the school year would a student typically receive the additional, regularly scheduled math instruction? [CIRCLE ONE ONLY]

(181)
1. One quarter of the school year or less
2. Two quarters
3. Three quarters
4. The entire school year
5. The duration is almost entirely dependent upon individual student needs and achievement

d. Now, by using the roster, help me to record the amount of time that students spend in this additional, regularly scheduled math instruction during a typical week. [RECORD NUMBER OF MINUTES PER WEEK ON STUDENT ROSTER] (not coded)

e. [USE TEACHER CARD O] How often, on the average, do you meet with the person responsible for this additional, regularly scheduled math instruction in order to discuss your pupils and their instruction? [CIRCLE ONE ONLY]

(182)
1. Once a month or less
2. Once every two weeks
3. Once a week
4. More than once a week but not every day
5. Every day

f. What is usually being taught back in your classroom while these students are receiving additional, regularly scheduled math instruction? [CIRCLE ALL THAT APPLY]

(183) 1. Free period or study period
(184) 2. P.E. or recess
(185) 3. Art or Music
(186) 4. Math-related activity
(187) 5. Reading-related activity
(188) 6. Other [SPECIFY]________________

33. [USE TEACHER CARD P] How many of the students in your entire class and how many of the students receiving additional, regularly scheduled math instruction would fall into the categories provided? [RECORD NUMBERS OF STUDENTS]

CATEGORY	NUMBER IN ENTIRE CLASS	NUMBER RECEIVING ADDITIONAL REGULARLY SCHEDULED MATH INSTRUCTION
American Indian or Alaskan Native	(189)	(195)
Asian or Pacific Islander	(190)	(196)
Hispanic	(191)	(197)
Black, not of Hispanic origin	(192)	(198)
White, not of Hispanic origin	(193)	(199)
Other [SPECIFY]________	(194)	(200)

34. [USE TEACHER CARD Q] Please select the item which best describes the level of formal education that you have attained. [CIRCLE ONE ONLY]

(201)

1. High school degree only
2. High school degree plus college level credits
3. Bachelor's degree
4. Bachelor's degree plus credits toward a Master's degree
5. Master's degree
6. Master's degree plus credits toward a Ph.D. or Ed.D.
7. Specialist's degree
8. Ph.D. or Ed.D. degree

35. a. During the past three years, have you received any training for teaching math or for teaching compensatory education? [CIRCLE RESPONSE]

(202)

1. Yes [CONTINUE WITH Q. 35.b.]
2. No [GO TO Q. 37]

b. [USE TEACHER CARD R] For this training, how many hours were presented through each of the following training activities? [RECORD NUMBER FOR EACH]

TRAINING ACTIVITIES	NUMBER OF HOURS
a. Visits or demonstrations by others in the teacher's classroom	(203)
b. Visiting and observing other teachers or aides in their classrooms	(204)
c. Consultations with specialists or trainers, not in the classrooms	(205)
d. Videotapes of model teaching episodes	(206)
e. Videotaping of the teacher or aides themselves in teaching episodes	(207)
f. Workshops	(208)
g. Materials mailed to the teacher or aide for his or her own use	(209)
h. Courses for college credit	(210)

c. [USE TEACHER CARD S] For this training, how many hours were received during the last three years in each of the following content areas? [RECORD NUMBER FOR EACH]

CONTENT AREAS	NUMBER OF HOURS
a. Introduction of new instructional techniques	(211)
b. Introduction of new content material	(212)
c. Utilization of instructional equipment and material	(213)
d. Measurement, evaluation, reporting, project planning and design	(214)
e. General orientation to the philosophy of compensatory education, culture and personality of educationally disadvantaged children	(215)
f. Types of learning disabilities	(216)
g. Utilization of supporting services, (for example, counseling) or utilization of other resources in the community (for example, the library)	(217)
h. Instruction in a foreign language	(218)

36. a. [USE TEACHER CARD T] In terms of your current needs, how would you rate the amount of the training you received for teaching math and for teaching compensatory education? [CIRCLE ONE ONLY]

(219)
1. Less than adequate
2. Adequate
3. More than adequate

b. [USE TEACHER CARD U] In terms of relevance to your current needs, how would you rate the quality of the training you received for teaching math and for teaching compensatory education? [CIRCLE ONE ONLY]

(220)
1. Poor
2. Fair
3. Good
4. Very good
5. Excellent

37. What is the total number of years of teaching experience that you have had, not including this year? Please distinguish between "full" years (i.e., taught full-time from the opening to the close of the school year) and "partial" years (e.g., started after school has opened, left before school closed, taught irregularly as a substitute, etc.). [RECORD NUMBER OF YEARS FOR EACH]

FULL YEARS (221) ______
PARTIAL YEARS (222) ______

38. a. How many years have you taught in this school district, not including this year? Distinguish as before between "full" and "partial" years. [RECORD NUMBER OF YEARS FOR EACH]

FULL YEARS (223) ______
PARTIAL YEARS (224) ______

b. How many years have you taught in this school, not including this year? Distinguish as before between "full" and "partial" years. [RECORD NUMBER OF YEARS FOR EACH]

FULL YEARS (225) ______
PARTIAL YEARS (226) ______

39. [USE TEACHER CARD U] How would you evaluate the monitoring and support activities that are presently performed by your principal in the area of math instruction? [CIRCLE ONE ONLY]

(227)
1. Poor
2. Fair
3. Good
4. Very good
5. Excellent

(228): Setting x Degree (201)

(229): Degree (201) x All Exp. [(221) + 0.5 * (222)]
1: ≤1
2: >1, ≤3
3: >3, ≤8
4: >8, ≤15
5: >15

(230): Degree (201) x Dist. Exp [(223) + 0.5 * (224)]
1: ≤1
2: >1, ≤3
3: >3, ≤5
4: >5, ≤10
5: >10

(231): Degree (201) x Sch Exp [(225) + 0.5 * (226)]
1: ≤1
2: >1, ≤2
3: >2, ≤3
4: >3, ≤5
5: >5

OMB NO. 051-S76037

APPROVAL EXPIRES 9/30/77

INSTRUCTIONAL DIMENSIONS STUDY
NATIONAL INSTITUTE OF EDUCATION

DATE____________________

SUPPLEMENTAL TEACHER INTERVIEW
(FALL, MATH)

(FILL IN CODES BEFORE GOING TO CLASSROOM.)

ID CODES									2	1					△	△
	1		3	4	5	6		8	9		11				15	

Interviewer's Signature____________________

1. How many students receive instruction with you during the time you have the rostered students for math instruction?__________ ①

2. How many of these students were present today for this math instruction?_____ % Present

3. a. At what time does your instructional day begin?_____ Amount of Instructional Time/Day
   b. At what time does your instructional day end?_____ (minutes)
   c. At what time do you stop work for lunch?__________
   d. At what time do you resume work after lunch?_____ ③
   e. Record details on any regular weekly exceptions.__________

4. a. Do you group for math instruction? [CIRCLE RESPONSE]
   ④ { 1. Yes [CONTINUE WITH Q. 4.b.]
   2. No [GO TO Q. 5, 6, THEN SKIP Q. 7-8]
   b. How many math groups do you usually have?_____ ⑤
   c. Please tell me the names you use for the groups, and the usual number of pupils in each of the groups:
   Name of Group: (1)_____ (2)_____ (3)_____ (4)_____ (5)_____
   Number of Pupils: (1)_____ (2)_____ (3)_____ (4)_____ (5)_____
   Avg. Group Size: ⑥

5. [USE TEACHER CARD A] Now I would like you to help me complete an instructional schedule chart. First, I would like you to tell me the number of persons in the various categories provided who are present during either the morning or afternoon math activity periods on any of the given days of the week for this math instruction. [RECORD NUMBER FOR EACH IN CORRESPONDING COLUMNS OF THE CHART ON THE FOLLOWING PAGE]

Questions with yes/no response:	Questions with all applicable responses circled or checked:	Questions with several responses ranked:
Yes = 1	Not circled or checked = 1	1 - 9 = Assigned to appropriate rank of 1 thru 9.
No = 2	Circled or checked = 2	
NR = 0	N/A = 0	10 = Unranked or rank

No. Person Hours per Week

a. How many student teachers? [RECORD NUMBER IN COLUMN 5.a.] ⑦
b. How many aides? [RECORD NUMBER IN COLUMN 5.b.] ⑧
c. How many parents? [RECORD NUMBER IN COLUMN 5.c.] ⑨
d. How many other adult volunteers? [RECORD NUMBER IN COLUMN 5.d.] ⑩
e. How many cross-age tutors? [RECORD NUMBER IN COLUMN 5.e.] ⑪
f. Other persons? [RECORD NUMBER IN COLUMN 5.f.] ⑫

PERSONS PRESENT DURING INSTRUCTION

	5.a. STUDENT TEACHERS	5.b. AIDES	5.c. PARENT VOLUNTEERS	5.d. OTHER ADULT VOLUNTEERS	5.e. CROSS-AGE TUTORS.	5.f. OTHERS
MON. A.M.						
MON. P.M.						
TUE. A.M.						
TUE. P.M.						
WED. A.M.						
WED. P.M.						
THURS. A.M.						
THURS. P.M.						
FRI. A.M.						
FRI. P.M.						

Now I would like you to refer to your card for examples of activities which are and are not to be considered math activities.

6. [USE TEACHER CARD A] For the entire class during a typical week, how many minutes are spent on these math activities in each of the math activity periods on each of the days of the week? [RECORD NUMBER]

⑬ ______
Total Minutes Per Week

7. For initial placement at the start of the school year, how do you determine the math group to which a given child is to be assigned? [CIRCLE ALL THAT APPLY]

⑭ 1. Standardized test results
⑮ 2. Curriculum-provided tests
⑯ 3. Teacher-made tests
⑰ 4. Placement of child at end of previous year
⑱ 5. Wishes of child/parent
⑲ 6. Specialist's recommendation
⑳ 7. Observation of work sample
㉑ 8. Conference with specialist
㉒ 9. Conference with pupil
㉓ 10. Other [SPECIFY]____________________

8. a. Is it likely that your math groups will have the same memberships for the entire school year, or do you anticipate that you will be regrouping at some time during the year? [CIRCLE RESPONSE]

㉔
1. Stay the same [GO TO Q. 9]
2. Regroup [CONTINUE WITH Q. 8.b.]

b. [USE TEACHER CARD B] Approximately how often do you think you will regroup? [CIRCLE ONE ONLY]

1. Less often than at three month intervals
2. Every 3 months
3. Every 2 months
4. Every 6 weeks
5. Once a month
6. Every 3 weeks
7. Every 2 weeks
8. Once a week
9. More often than once a week

㉕

9. a. Do you assign math homework? [CIRCLE RESPONSE]

㉖
1. Yes [CONTINUE WITH Q. 9.b.]
2. No [GO TO Q. 10]

b. On what basis do you make assignments? For example, the whole class might get the same assignment or there might be some differences in assignments? [CIRCLE ALL THAT APPLY]

㉗ 1. To entire class [GO TO Q. 9.d.]
㉘ 2. To groups [CONTINUE WITH Q. 9.c., THEN GO TO Q. 10]
㉙ 3. To subgroups in these groups [GO TO Q. 9.d.]
㉚ 4. To individual pupils [GO TO Q. 9.d.]
㉛ 5. Other [GO TO Q. 9.d.] [SPECIFY]____________________

c. [IF HOMEWORK IS ASSIGNED BY GROUPS] Please estimate the average number of minutes per night students in each math group spend doing assigned homework.

Avg. per Group min/night of Group Homework: ㉜

Name of Group: (1)__________ (2)__________ (3)__________ (4)__________ (5)__________

Number of Minutes: (1)__________ (2)__________ (3)__________ (4)__________ (5)__________

d. [IF HOMEWORK IS NOT ASSIGNED BY GROUPS] Please estimate the average number of minutes per night students spend doing assigned homework.__________ ㉝

10. a. For initial placement into your instructional curriculum at the beginning of the school year, what methods do you use to determine the point at which students are to begin? [CIRCLE ALL THAT APPLY]

㉞ 1. Standardized test results
㉟ 2. Curriculum-provided tests
㊱ 3. Teacher-made tests
㊲ 4. Placement of child at end of previous year
㊳ 5. Wishes of child/parent
㊴ 6. Specialist's recommendation
㊵ 7. Observation of work sample
㊶ 8. Conference with specialist
㊷ 9. Conference with pupil
㊸ 10. Starts at beginning of materials
㊹ 11. Other [SPECIFY]____________________

b. For each of the methods that you have indicated that you use to determine initial placement in the curriculum, please tell me whether this method is used with the entire class, with small groups, with subgroups, or with individuals. [PLACE CHECK IN APPROPRIATE COLUMN(S) OPPOSITE METHODS USED]

METHOD	ENTIRE CLASS	GROUPS	SUBGROUPS	INDIVIDUALS
Standardized test results	(45)	(56)	(67)	(78)
Curriculum-provided tests	(46)	(57)	(68)	(79)
Teacher-made tests	(47)	(58)	(69)	(80)
Placement of child at end of previous year	(48)	(59)	(70)	(81)
Wishes of child/parent	(49)	(60)	(71)	(82)
Specialist's recommendation	(50)	(61)	(72)	(83)
Observation of work sample	(51)	(62)	(73)	(84)
Conference with specialist	(52)	(63)	(74)	(85)
Conference with pupil	(53)	(64)	(75)	(86)
Starts at beginning of materials	(54)	(65)	(76)	(87)
Other [SPECIFY]__________	(55)	(66)	(77)	(88)

11. a. Is there a systematic way of assessing student progress or mastery of specific skills built into your math curriculum? [CIRCLE RESPONSE]

(89) 1. Yes [CONTINUE WITH Q. 11.b.]
2. No [GO TO Q. 12]

b. Do you usually use it? [CIRCLE RESPONSE]

(90) 1. Yes
2. No

12. a. What methods do you use to assess pupil mastery of specific skills in math? [CIRCLE ALL THAT APPLY]

(91) 1. Standardized test results
(92) 2. Curriculum-provided tests
(93) 3. Teacher-made tests
(94) 4. Review of in-class assignments
(95) 5. Review of homework
(96) 6. Completion of work units
(97) 7. Observation of work sample
(98) 8. Conference with specialist
(99) 9. Conference with pupil
(100) 10. Other [SPECIFY]__________

b. Please rank the methods you have indicated that you use in terms of their importance in your assessment of mastery. [RECORD NUMBER OF RANK. MOST IMPORTANT WOULD BE "1", NEXT IN IMPORTANCE WOULD BE "2", ETC.]

(101) Standardized test results
(102) Curriculum-provided tests
(103) Teacher-made tests
(104) Review of in-class assignments
(105) Review of homework
(106) Completion of work units
(107) Observation of work sample
(108) Conference with specialist
(109) Conference with pupil
(110) Other [SPECIFY]__________

13. a. Are the students self-paced in math? [CIRCLE RESPONSE]

(111) 1. Yes [CONTINUE WITH Q. 13.b.]
2. No [GO TO Q. 14]

b. Who is self-paced? [CIRCLE ONE ONLY]

(112) 1. Some individual pupils
2. Subgroups of pupils within groups
3. Pupils in one or more groups
4. All pupils

c. What amount of their total math is self-paced? [CIRCLE ONE ONLY]

(113) 1. Very little of it
2. Some of it
3. Most of it
4. All of it

d. Do you impose some deadlines for completion of materials? [CIRCLE RESPONSE]

(114) 1. Yes [CONTINUE WITH Q. 13.e.]
2. No [GO TO Q. 14]

e. Are these deadlines usually by reporting periods, monthly, weekly or daily? [CIRCLE ONE ONLY]

(115)
1. By reporting periods
2. Monthly
3. Weekly
4. Daily
5. Other [SPECIFY] ____________________

14. If a child has been working for several days on a skill or concept in math and seems to be making no progress, what do you typically do? [CIRCLE ALL THAT APPLY]

(116) 1. Have child repeat content using different materials
(117) 2. Repeat the identical work material
(118) 3. Give extra homework
(119) 4. Give extra in-class assignments
(120) 5. Give one-to-one remedial instruction
(121) 6. Use curriculum-suggested remedial work
(122) 7. Depends completely upon the individual child
(123) 8. Continue on, planning to come back later
(124) 9. Consult with specialist
(125) 10. Nothing
(126) 11. Other [SPECIFY] ____________________

15. [USE TEACHER CARD C] Rate your math curriculum according to how clear it is in telling you what the next unit (or chapter) of material should be at the completion of a unit (or chapter) of material. [CIRCLE ONE ONLY]

(127)
1. Poor
2. Fair
3. Good
4. Very good
5. Excellent

16. a. [USE TEACHER CARD D] To what extent do you follow the sequence that is suggested or implied in your main curriculum? [CIRCLE ONE ONLY]

(128)
1. Cover the material in almost exactly the sequence recommended (or as it appears)
2. Alter the sequence slightly
3. Alter the sequence moderately
4. Alter the sequence considerably
5. Do not use the recommended sequence at all

b. Is the sequence or order in which you present skills the same for all pupils? [CIRCLE RESPONSE]

(129)
1. Yes [GO TO Q. 17]
2. No [CONTINUE WITH Q. 16.c.]

c. How does the sequence vary? [CIRCLE ONE ONLY]

(130)
1. By groups
2. By subgroups
3. By individuals

17. [USE TEACHER CARD E] To what extent do you develop your own materials to replace the materials included or suggested in your basic curriculum package? [CIRCLE ONE ONLY]

(131)
1. Almost never
2. Rarely
3. Sometimes
4. Often
5. Almost always

18. [USE TEACHER CARD F] In general, how interesting do you think your students find the main published curriculum materials you use? (Exclude from consideration here those materials you make yourself. Consider format, layout, artwork, photographs, and so on, not exclusively content.) [CIRCLE ONE ONLY]

(132)
1. Very uninteresting
2. Somewhat uninteresting
3. Only slightly interesting
4. Fairly interesting
5. Very interesting

19. [USE TEACHER CARD G] Please estimate the percent of your instructional time which is spent in each of the following categories: [ENTER PERCENT NUMBER]

1. Giving instruction to the entire class ______ (133) ______ %
2. Giving instruction to subgroups of 11 or more pupils ______ (134) ______ %
3. Giving instruction to small groups of pupils (5-10 pupils) ______ (135) ______ %
4. Giving instruction to 2-4 pupils at a time ______ (136) ______ %
5. Giving one-to-one instruction or tutorial help ______ (137) ______ %
6. Other [SPECIFY] ______ (138) ______ %

100%

20. [USE TEACHER CARD H] In the past two weeks, what types of instructional materials have you used in math? [CIRCLE ALL THAT APPLY]

(139) 1. Basic text
(140) 2. Supplemental text
(141) 3. Library books
(142) 4. Audiotapes
(143) 5. Workbooks or worksheets
(144) 6. Instructional kits
(145) 7. Computer/CAI
(146) 8. Film strips
(147) 9. Films
(148) 10. Games
(149) 11. Manipulatives
(150) 12. Flash cards or work cards
(151) 13. Other [SPECIFY] ______________________________

21. On a typical day, what would the pattern of daily assignments in your class look like? That is, would all pupils have the same assignment, would pupils in each group have the same assignment, etc. [CIRCLE ONE ONLY]

(152)
1. Assignments made to entire class
2. Assignments made to groups
3. Assignments made to subgroups
4. Assignments made to individual pupils
5. Other [SPECIFY] ______________________________

22. a. Are there usually days, for instance one day a week, when this pattern of math assignments is quite different from the typical pattern you just described? [CIRCLE RESPONSE]

(153)
1. Yes [CONTINUE WITH Q. 22.b.]
2. No [GO TO Q. 23]

b. [USE TEACHER CARD I] How often does this occur? [CIRCLE ONE ONLY]

(154)
1. Only rarely, as a special occasion
2. Sometimes, but not often
3. Fairly often

c. On these days what would the pattern of assignments look like? That is, would all pupils have the same assignment, would pupils in each group have the same assignment, etc.? [CIRCLE ONE ONLY]

(155)
1. Assignments made to entire class
2. Assignments made to groups
3. Assignments made to subgroups
4. Assignments made to individual pupils
5. Other [SPECIFY] ______________________

23. a. Do your students sometimes decide beside whom they will sit during math instruction? [CIRCLE RESPONSE]

(156)
1. Yes [CONTINUE WITH Q. 23.h.]
2. No [GO TO Q. 24]

b. [USE TEACHER CARD I] How frequently does this occur? [CIRCLE ONE ONLY]

(157)
1. Only rarely, as a special occasion
2. Sometimes, but not often
3. Fairly often
4. Almost everyday
5. All the time

24. a. Do your students sometimes decide whether they want to work alone or with others during math-related instruction? [CIRCLE RESPONSE]

(158)
1. Yes [CONTINUE WITH Q. 24.b.]
2. No [GO TO Q. 25]

b. [USE TEACHER CARD I] How frequently does this occur? [CIRCLE ONE ONLY]

(159)
1. Only rarely, as a special occasion
2. Sometimes, but not often
3. Fairly often
4. Almost every day
5. All the time

25. [USE TEACHER CARD J] How frequently is peer tutoring used in this classroom? [CIRCLE ONE ONLY]

(160)
1. Never
2. Rarely
3. Occasionally
4. Frequently
5. All the time

26. a. Do you sometimes use games or contests with your math class? [CIRCLE RESPONSE]

(161)
1. Yes [CONTINUE WITH Q. 26.b.]
2. No [GO TO Q. 27]

b. [USE TEACHER CARD K] How frequently does this occur? [CIRCLE ONE ONLY]

(162)
1. Once a month or less
2. Once every 2 weeks
3. Once or twice a week
4. Almost every day
5. Every day

27. [USE TEACHER CARD K] On the average, about how often does a student take a formal test? This includes any test other than initial placement tests and includes teacher-made tests. [CIRCLE ONE ONLY]

(163)
1. Once a month or less [CONTINUE WITH Q. 28]
2. Once every 2 weeks [CONTINUE WITH Q. 28]
3. Once or twice a week [CONTINUE WITH Q. 28]
4. Almost every day [CONTINUE WITH Q. 28]
5. Every day [CONTINUE WITH Q. 28]
6. Pupils do not take formal tests [GO TO Q. 31]

28. What is your typical pattern of testing? Are all the pupils given the same test or are there group or individual differences in the tests which are used? [CIRCLE ONE ONLY]

(164)
1. Testing identical for entire class
2. Testing varies by groups
3. Testing varies by subgroups
4. Testing varies by pupil
5. Teacher uses no formal tests
6. Other [SPECIFY]____________________

29. How do you use the results of these tests? [CIRCLE ALL THAT APPLY]

(165) 1. For grading
(166) 2. To assess mastery
(167) 3. For diagnosis
(168) 4. For prescription
(169) 5. Other [SPECIFY]____________________

30. a. Do your students sometimes score their own (not each other's) quizzes or tests? [CIRCLE RESPONSE]

(170)
1. Yes [CONTINUE WITH Q. 30.b.]
2. No [GO TO Q. 31]

b. [USE TEACHER CARD L] How frequently does this occur? [CIRCLE ONE ONLY]

(171)
1. Rarely, as a special treat
2. Sometimes but not often
3. Fairly often
4. Almost every day
5. Every time

31. [USE TEACHER CARD M] On the average, when do you give feedback to students on their daily in-class assignments? [CIRCLE ONE ONLY]

(172)
1. Within several days
2. The next day
3. Sometimes the same day, but after the assignment is completed
4. Always the same day, but after the assignment is completed
5. While the student is working on the assignment
6. Other [SPECIFY]____________________

(173) Omitted

32. Now, let's discuss some other aspects of the math instruction provided for the students on this roster.

a. Where does the math instruction for these students take place? [CIRCLE ONE ONLY]

(174)
1. Hallway
2. Cafeteria
3. Library
4. Area in the regular classroom
5. Another classroom
6. Resource room or other special learning room
7. Other [SPECIFY] ______________________

(175) Omitted
(176) "
(177) "
(178) "
(179) "
(180) "

b. [USE TEACHER CARD N] For what portion of the school year will these students receive this math instruction? [CIRCLE ONE ONLY]

(181)
1. One quarter of the school year or less
2. Two quarters
3. Three quarters
4. The entire school year
5. The duration is almost entirely dependent upon individual students needs and achievement

c. [USE TEACHER CARD O] How often, on the average, do you meet with the person responsible for the regularly scheduled math instruction in order to discuss your pupils and their instruction? [CIRCLE ONE ONLY]

(182)
1. Once a month or less
2. Once every two weeks
3. Once a week
4. More than once a week but not every day
5. Every day

d. What is usually being taught in the regular classroom while these students are receiving this additional, regularly scheduled math instruction? [CIRCLE ALL THAT APPLY]

(183) 1. Free period or study period
(184) 2. P.E. or recess
(185) 3. Art or Music
(186) 4. Math-related activity
(187) 5. Reading-related activity
(188) 6. Other [SPECIFY] ______________________

33. [USE TEACHER CARD P] How many of the students on the roster for this class would fall into the categories provided? [RECORD NUMBERS OF STUDENTS]

(189) Omitted
(190) "
(191) "
(192) "
(193) "
(194) "

CATEGORY	NUMBER RECEIVING THIS MATH INSTRUCTION
American Indian or Alaskan Native	(195)
Asian or Pacific Islander	(196)
Hispanic	(197)
Black, not of Hispanic origin	(198)
White, not of Hispanic origin	(199)
Other ______________	(200)

34. [USE TEACHER CARD Q] Please select the item which best describes the level of formal education that you have attained. [CIRCLE ONE ONLY]

201
1. High school degree only
2. High school degree plus college level credits
3. Bachelor's degree
4. Bachelor's degree plus credits toward a Master's degree
5. Master's degree
6. Master's degree plus credits toward a Ph.D. or Ed.D.
7. Specialist's degree
8. Ph.D. or Ed.D. degree

35. a. During the past three years, have you received any training for teaching math or for teaching compensatory education? [CIRCLE RESPONSE]

202
1. Yes [CONTINUE WITH Q. 35.b.]
2. No [GO TO Q. 37]

b. [USE TEACHER CARD R] For this training, how many hours were presented through each of the following training activities? [RECORD NUMBER FOR EACH]

TRAINING ACTIVITIES	NUMBER OF HOURS
a. Visits or demonstrations by others in the teacher's classroom	203
b. Visiting and observing other teachers or aides in their classrooms	204
c. Consultations with specialists or trainers, not in the classrooms	205
d. Videotapes of model teaching episodes	206
e. Videotaping of the teacher or aides themselves in teaching episodes	207
f. Workshops	208
g. Materials mailed to the teacher or aide for his or her own use	209
h. Courses for college credit	210

c. [USE TEACHER CARD S] For this training, how many hours were received during the last three years in each of the following content areas? [RECORD NUMBER FOR EACH]

CONTENT AREAS	NUMBER OF HOURS
a. Introduction of new instructional techniques	211
b. Introduction of new content material	212
c. Utilization of instructional equipment and material	213
d. Measurement, evaluation, reporting, project planning and design	214
e. General orientation to the philosophy of compensatory education, culture and personality of educationally disadvantaged children	215
f. Types of learning disabilities	216
g. Utilization of supporting services, (for example, counseling) or utilization of other resources in the community (for example, the library)	217
h. Instruction in a foreign language	218

36. a. [USE TEACHER CARD T] In terms of your current needs, how would you rate the amount of the training you received for teaching math and for teaching compensatory education? [CIRCLE ONE ONLY]

(219)
1. Less than adequate
2. Adequate
3. More than adequate

b. [USE TEACHER CARD U] In terms of relevance to your current needs, how would you rate the quality of the training you received for teaching math and for teaching compensatory education? [CIRCLE ONE ONLY]

(220)
1. Poor
2. Fair
3. Good
4. Very good
5. Excellent

37. What is the total number of years of teaching experience that you have had, not including this year? Please distinguish between "full" years (i.e., taught full-time from the opening to the close of the school year) and "partial" years (e.g., started after school has opened, left before school closed, taught irregularly as a substitute, etc.). [RECORD NUMBER OF YEARS FOR EACH]

FULL YEARS	PARTIAL YEARS
(221)	(222)

38. a. How many years have you taught in this school district, not including this year? Distinguish as before between "full" and "partial" years. [RECORD NUMBER OF YEARS FOR EACH]

FULL YEARS	PARTIAL YEARS
(223)	(224)

b. How many years have you taught in this school, not including this year? Distinguish as before between "full" and "partial" years. [RECORD NUMBER OF YEARS FOR EACH]

FULL YEARS	PARTIAL YEARS
(225)	(226)

c. How many years, not including this year, have you taught supplemental or compensatory education math? Distinguish as before between "full" and "partial" years. [RECORD NUMBER OF YEARS FOR EACH]

FULL YEARS	PARTIAL YEARS
(227)	(228)

39. [USE TEACHER CARD U] How would you evaluate the monitoring and support activities that are presently performed by your principal in the area of math instruction? [CIRCLE ONE ONLY]

(233)
1. Poor
2. Fair
3. Good
4. Very good
5. Excellent

(229): Degree (201) X All Exp [(221) + 0.5 * (222)]
1: ≤ 1
2: > 1, ≤ 3
3: > 3, ≤ 8
4: > 8, ≤ 15
5: > 15

(230): Degree (201) x Dist. Exp [(223) + 0.5 * (224)]
1: ≤ 1
2: > 1, ≤ 3
3: > 3, ≤ 5
4: > 5, ≤ 10
5: > 10

(231) Degree (201) x Sch. Exp [(225) + 0.5 * (226)]
1: ≤ 1
2: > 1, ≤ 2
3: > 2, ≤ 3
4: > 3, ≤ 5
5: > 5

(232): Degree (201) x CE Subj Exp [(227) + 0.5 * (228)]
1: ≤ 1
2: > 1, ≤ 3
3: > 3, ≤ 5
4: > 5, ≤ 8
5: > 8

SECTION II: SPRING TEACHER INTERVIEWS

Interview	File and Instrument Code	Page
Regular Reading Teacher	38	2
Supplemental Reading Teacher	39	12
Regular Math Teacher	30	22
Supplemental Math Teacher	31	32

Addenda

Code numbers lists for "other" responses (included in all the above files.)

These instruments were administered in the field to all participating regular and compensatory education (supplemental) teachers in approximately the seventh month of the school year. The circled measure numbers used for all questions that are identical to fall interview questions are exactly the same as the numbers used for the fall interviews. Numbers for questions not repeated are not provided here and numbers for new questions are unique to spring interviews. For cases where an interview question contained 'Other' as a possible response, a coding procedure for the 'other' responses was developed. The word 'list' is recorded on the interview by those items. The addenda contains the codes and measure names per code for all numbers marked 'list.' Certain measures from these instruments were merged with measures on the Fall interviews. Information collected from these instruments, therefore, was used to build the Merged Interview files.

OMB NO. 051-S76037

APPROVAL EXPIRES 9/30/77

INSTRUCTIONAL DIMENSIONS STUDY

NATIONAL INSTITUTE OF EDUCATION

DATE ____________________

TEACHER INTERVIEW

(SPRING, READING)

(FILL IN CODES BEFORE GOING TO CLASSROOM.)

ID CODES	☐☐	☐	☐	☐	☐☐	☐	3 8	☐☐☐☐	Δ Δ
	1	3	4	5	6	8	9	11	15

Interviewer's Signature ____________________

1. How many students are enrolled in this classroom for regular reading instruction with you? ①
   a. How many children have transferred into this class during the school year? (251)
   b. How many children have transferred out of this class during this school year? (252)

2. How many students were present today during reading class? % Present ②

3. a. At what time does your instructional day begin? Amount of Instructional Time/Day
   b. At what time does your instructional day end? (minutes)
   c. At what time do you stop work for lunch? ____
   d. At what time do you resume work after lunch? ③
   e. Record details on any regular weekly exceptions. ____

4. a. Do you group for reading instruction? [CIRCLE RESPONSE]
   ④ 1. Yes [CONTINUE WITH Q. 4.b.]
   2. No [GO TO Q. 5,6, 7 and 8, THEN SKIP Q. 9]
   b. How many reading groups do you usually have? ⑤
   c. Please tell me the names you use for the groups, and the usual number of pupils in each of the groups:

Name of Group:	(1) ____	(2) ____	(3) ____	(4) ____	(5) ____
Number of Pupils:	(1) ____	(2) ____	(3) ____	(4) ____	(5) ____

Avg. Group Size: ⑥

5. [USE TEACHER CARD A] Now I would like you to help me complete an instructional schedule chart. First, I would like you to tell me the number of persons in the various categories provided who are present during either the morning or afternoon reading activity periods on any of the given days of the week. [RECORD NUMBER FOR EACH IN CORRESPONDING COLUMNS OF THE CHART ON THE FOLLOWING PAGE]

Questions with yes/no response:	Questions with all applicable responses circled or checked:	Questions with several responses ranked:
Yes = 1	Not circled or checked = 1	1 - 9 = Assigned to appropriate rank of 1 thru 9
No = 2	Circled or checked = 2	
NR = 0	N/A = 0	
		10 = Unranked or rank of 10.

No. Person-Hours/Week

a.	How many student teachers?	[COMPLETE Q. 5 AND Q. 6]	⑦	[RECORD NUMBER IN COLUMN 5.a.]
b.	How many aides?	[COMPLETE Q. 5, Q. 6 and Q. 7]	⑧	[RECORD NUMBER IN COLUMN 5.b.]
c.	How many parents?	[COMPLETE Q. 5 AND Q. 6]	⑨	[RECORD NUMBER IN COLUMN 5.c.]
d.	How many other adult volunteers?	[COMPLETE Q. 5 AND Q. 6]	⑩	[RECORD NUMBER IN COLUMN 5.d.]
e.	How many cross-age tutors?	[COMPLETE Q. 5 AND Q. 6]	⑪	[RECORD NUMBER IN COLUMN 5.e.]
f.	Other persons?	[COMPLETE Q. 5 AND Q. 6]	⑫	[RECORD NUMBER IN COLUMN 5.f.]

PERSONS PRESENT DURING INSTRUCTION

	5.a. STUDENT TEACHERS	5.b. AIDES	5.c. PARENT VOLUNTEERS	5.d. OTHER ADULT VOLUNTEERS	5.e. CROSS-AGE TUTORS	5.f. OTHERS
MON. A.M.						
MON. P.M.						
TUE. A.M.						
TUE. P.M.						
WED. A.M.						
WED. P.M.						
THURS. A.M.						
THURS. P.M.						
FRI. A.M.						
FRI. P.M.						

Now I would like you to refer to your card for examples of activities which are not to be considered reading activities.

6. [USE TEACHER CARD A] For the entire class during a typical week, how many minutes are spent on these reading activities in each of the reading activity periods on each of the days of the week? [RECORD NUMBER]

⑬
Total Minutes Per Week

7. [IF AIDES ARE USED] For the aides you have mentioned, please provide the following information: [IF MORE THAN TWO AIDES ARE USED, SELECT THE TWO AIDES WHO SPEND THE MOST TIME WITH STUDENTS] [RECORD INFORMATION FOR EACH AIDE]

AIDE 1

a) How many minutes per week does this aide spend in the reading classroom? [RECORD NUMBER] 253

b) Is the aide employed: [CIRCLE ONE ONLY]

254
1. Full-time
2. Half-time
3. Quarter-time
4. Other [SPECIFY]____________

c) What is the aide's highest earned degree? [CIRCLE ONE ONLY]

255
1. High school degree only
2. High school degree plus college level credits
3. Bachelor's degree
4. Bachelor's degree plus credits toward a Master's degree
5. Master's degree
6. Master's degree plus credits toward a Ph.D. or Ed.D.
7. Other [SPECIFY]____________

d) Is or has the aide been a certified teacher? [CIRCLE RESPONSE]

256
1. Yes
2. No

AIDE 2

a) How many minutes per week does this aide spend in the reading classroom? [RECORD NUMBER] 257

b) Is the aide employed: [CIRCLE ONE ONLY]

258
1. Full-time
2. Half-time
3. Quarter-time
4. Other [SPECIFY]____________

c) What is the aide's highest earned degree? [CIRCLE ONE ONLY]

259
1. High school degree only
2. High school degree plus college level credits
3. Bachelor's degree
4. Bachelor's degree plus credits toward a Master's degree
5. Master's degree
6. Master's degree plus credits toward a Ph.D. or Ed.D.
7. Other [SPECIFY]____________

d) Is or has the aide been a certified teacher? [CIRCLE RESPONSE]

260
1. Yes
2. No

8. [USE TEACHER CARD 8] For the persons mentioned in response to completing the chart (Q. 5) for reading activities, please estimate the average number of minutes per week all of these persons together spend assisting you each week. [RECORD NUMBER FOR EACH CATEGORY]

ASSISTANCE CATEGORY	TOTAL AVERAGE MINUTES PER WEEK
a. Record keeping, administrative details, materials preparation	261
b. Supervision of and assistance with pupil seat-work, directed activities such as story reading, etc	262
c. Tutoring of individual pupils on a regular, formal basis	263
d. Direct teaching of formal groups and/or entire class	264
e. Other [SPECIFY]____________	265
f. Total number minutes per week	266

9. a. Have your reading groups kept the same memberships for the entire school year, or have you regrouped more than a few pupils during the year? [CIRCLE RESPONSE]

㉔ {
1. Stayed the same [GO TO Q. 10]
2. Regrouped [CONTINUE WITH Q. 9.b.]

b. [USE TEACHER CARD C] Approximately how often do you think you have regrouped? [CIRCLE ONE ONLY]

1. Less often than at three month intervals
2. Every 3 months
3. Every 2 months
4. Every 6 weeks
5. Once a month
6. Every 3 weeks
7. Every 2 weeks
8. Once a week
9. More often than once a week

} ㉕

10. a. Do you assign reading homework? [CIRCLE RESPONSE]

㉖ {
1. Yes [CONTINUE WITH Q. 10.b.]
2. No [GO TO Q. 11]

b. On what basis do you make assignments? For example, the whole class might get the same assignment or there might be some differences in assignments? [CIRCLE ALL THAT APPLY]

㉗ 1. To entire class [GO TO Q. 10.d.]
㉘ 2. To groups [CONTINUE WITH Q. 10.c., THEN GO TO Q. 11]
㉙ 3. To subgroups in these groups [GO TO Q. 10.d.]
㉚ 4. To individual pupils [GO TO Q. 10.d.]
㉛ 5. Other [GO TO Q. 10.d.] [SPECIFY] (284) - list

c. [IF HOMEWORK IS ASSIGNED BY GROUPS] Please estimate the average number of minutes per night students in each reading group spend doing assigned homework.

Avg. per Group min/night of Group Homework: ㉜

Name of Group: (1)________ (2)________ (3)________ (4)________ (5)________
Number of Minutes: (1)________ (2)________ (3)________ (4)________ (5)________

d. [IF HOMEWORK IS NOT ASSIGNED BY GROUPS] Please estimate the average number of minutes per night students spend doing assigned homework. ㉝

11. a. Is there a systematic way of assessing student progress or mastery of specific skills built into your reading curriculum? [CIRCLE RESPONSE]

(89) {
1. Yes [CONTINUE WITH Q. 11.b.]
2. No [GO TO Q. 12]

b. Do you usually use it? [CIRCLE RESPONSE]

(90) {
1. Yes
2. No

12. a. What methods do you use to assess pupil mastery of specific skills in reading ? [CIRCLE ALL THAT APPLY]

(91) 1. Standardized test results
(92) 2. Curriculum-provided tests
(93) 3. Teacher-made tests
(94) 4. Review of in-class assignments
(95) 5. Review of homework
(96) 6. Completion of work units
(97) 7. Observation of work sample
(98) 8. Conference with specialist
(99) 9. Conference with pupil
(100) 10. Other [SPECIFY] (285) - list

b. Please rank the methods you have indicated that you use in terms of their importance in your assessment of mastery. [RECORD NUMBER OF RANK. MOST IMPORTANT WOULD BE "1", NEXT IN IMPORTANCE WOULD BE "2", ETC.]

(101) Standardized test results
(102) Curriculum-provided tests
(103) Teacher-made tests
(104) Review of in-class assignments
(105) Review of homework
(106) Completion of work units
(107) Observation of work sample
(108) Conference with specialist
(109) Conference with pupil
(110) Other [SPECIFY]________

13. a. Are the students self-paced in reading? [CIRCLE RESPONSE]

(111)
1. Yes [CONTINUE WITH Q. 13.b.]
2. No [GO TO Q. 14]

b. Who is self-paced? [CIRCLE ONE ONLY]

(112)
1. A few pupils
2. Several pupils, but less than half the class
3. Many pupils, or about half the class
4. All or nearly all pupils

c. What amount of their total reading is self-paced? [CIRCLE ONE ONLY]

(113)
1. Very little of it
2. Some of it
3. Most of it
4. All of it

d. Do you impose some deadlines for completion of materials? [CIRCLE RESPONSE]

(114)
1. Yes [CONTINUE WITH Q. 13.e.]
2. No [GO TO Q. 14]

e. Are these deadlines usually by reporting periods, monthly, weekly or daily? [CIRCLE ONE ONLY]

(115)
1. By reporting periods
2. Monthly
3. Weekly
4. Daily
5. Other [SPECIFY] ______________________

14. If a child has been working for several days on a skill or concept in reading and seems to be making no progress, what do you typically do? [CIRCLE ALL THAT APPLY]

(116) 1. Have child repeat content using different materials
(117) 2. Repeat the identical work material
(118) 3. Give extra homework
(119) 4. Give extra in-class assignments
(120) 5. Give one-to-one remedial instruction
(121) 6. Use curriculum-suggested remedial work
(122) 7. Depends completely upon the individual child
(123) 8. Continue on, planning to come back later
(124) 9. Consult with specialist
(125) 10. Nothing
(126) 11. Other [SPECIFY] (286) -list

15. [USE TEACHER CARD D] Rate your reading curriculum according to how clear it is in telling you what the next unit (or chapter) of material should be at the completion of a unit (or chapter) of material. [CIRCLE ONE ONLY]

(127)
1. Poor
2. Fair
3. Good
4. Very good
5. Excellent

16. a. [USE TEACHER CARD E] To what extent do you follow the sequence that is suggested or implied in your main curriculum? [CIRCLE ONE ONLY]

(128)
1. Cover the material in almost exactly the sequence recommended (or as it appears)
2. Alter the sequence slightly
3. Alter the sequence moderately
4. Alter the sequence considerably
5. Do not use the recommended sequence at all

b. Is the sequence or order in which you present skills the same for all pupils? [CIRCLE RESPONSE]

(129)
1. Yes [GO TO Q. 17]
2. No [CONTINUE WITH Q. 16.c.]

c. How does the sequence vary? [CIRCLE ONE ONLY]

(130)
1. By groups
2. By subgroups
3. By individuals

17. [USE TEACHER CARD F] To what extent do you develop your own materials to replace the materials included or suggested in your basic curriculum package? [CIRCLE ONE ONLY]

(131)
1. Almost never
2. Rarely
3. Sometimes
4. Often
5. Almost always

18. [USE TEACHER CARD G] In general, how interesting do you think your students find the main published curriculum materials you use? (Exclude from consideration here those materials you make yourself. Consider format, layout, artwork, photographs, and so on, not exclusively content.) [CIRCLE ONE ONLY]

(132)
1. Very uninteresting
2. Somewhat uninteresting
3. Only slightly interesting
4. Fairly interesting
5. Very interesting

19. [USE TEACHER CARD H] Please estimate the percent of your instructional time which is spent in each of the following categories: [ENTER PERCENT NUMBER]

1. Giving instruction to the entire class ____ (133) ____ %
2. Giving instruction to subgroups of 11 or more pupils ____ (134) ____ %
3. Giving instruction to small groups of pupils (5-10 pupils) ____ (135) ____ %
4. Giving instruction to 2-4 pupils at a time ____ (136) ____ %
5. Giving one-to-one instruction or tutorial help ____ (137) ____ %
6. Other [SPECIFY] ____ (138) ____ %

100%

20. [USE TEACHER CARD I] In the past two weeks, what types of instructional materials have you used in reading? [CIRCLE ALL THAT APPLY]

(139) 1. Basic text
(140) 2. Supplemental text
(141) 3. Library books
(142) 4. Audiotapes
(143) 5. Workbooks or worksheets
(144) 6. Instructional kits
(145) 7. Computer/CAI
(146) 8. Film strips
(147) 9. Films
(148) 10. Games
(149) 11. Language Masters
(150) 12. Flash cards or work cards
(151) 13. Other [SPECIFY] (287) - list

21. On a typical day, what would the pattern of daily assignments in your class look like? That is, would all pupils have the same assignment, would pupils in each group have the same assignment, etc. [CIRCLE ONE ONLY]

(152)
1. Assignments made to entire class
2. Assignments made to groups
3. Assignments made to subgroups
4. Assignments made to individual pupils
5. Other [SPECIFY] (288) - list

22. a. Are there usually days, for instance one day a week, when this pattern of reading assignments is quite different from the typical pattern you just described? [CIRCLE RESPONSE]

(153)
1. Yes [CONTINUE WITH Q. 22.b.]
2. No [GO TO Q. 23]

b. [USE TEACHER CARD J] How often does this occur? [CIRCLE ONE ONLY]

(154)
1. Only rarely, as a special occasion
2. Sometimes, but not often
3. Fairly often

c. On these days what would the pattern of assignments look like? That is, would all pupils have the same assignment, would pupils in each group have the same assignment, etc.? [CIRCLE ONE ONLY]

(155)
1. Assignments made to entire class
2. Assignments made to groups
3. Assignments made to subgroups
4. Assignments made to individual pupils
5. Other [SPECIFY] (289) - list

23. a. Do your students sometimes decide beside whom they will sit during reading instruction? [CIRCLE RESPONSE]

(156)
1. Yes [CONTINUE WITH Q. 23.b.]
2. No [GO TO Q. 24]

b. [USE TEACHER CARD J] How frequently does this occur? [CIRCLE ONE ONLY]

(157)
1. Only rarely, as a special occasion
2. Sometimes, but not often
3. Fairly often
4. Almost everyday
5. All the time

24. a. Do your students sometimes decide whether they want to work alone or with others during reading-related instruction? [CIRCLE RESPONSE]

(158)
1. Yes [CONTINUE WITH Q. 24.b.]
2. No [GO TO Q. 25]

b. [USE TEACHER CARD J] How frequently does this occur? [CIRCLE ONE ONLY]

(159)
1. Only rarely, as a special occasion
2. Sometimes, but not often
3. Fairly often
4. Almost every day
5. All the time

25. [USE TEACHER CARD K] How frequently is peer tutoring used in this classroom? [CIRCLE ONE ONLY]

(160)
1. Never
2. Rarely
3. Occasionally
4. Frequently
5. All the time

26. a. Do you sometimes use games or contests with your reading class? [CIRCLE RESPONSE]

(161)
1. Yes [CONTINUE WITH Q. 26.b.]
2. No [GO TO Q. 27]

b. [USE TEACHER CARD L] How frequently does this occur? [CIRCLE ONE ONLY]

(162)
1. Once a month or less
2. Once every 2 weeks
3. Once or twice a week
4. Almost every day
5. Every day

27. [USE TEACHER CARD L] On the average, about how often does a student take a formal test? This includes any test other than initial placement tests and includes teacher-made tests. [CIRCLE ONE ONLY]

163
1. Once a month or less [CONTINUE WITH Q. 28]
2. Once every 2 weeks [CONTINUE WITH Q. 28]
3. Once or twice a week [CONTINUE WITH Q. 28]
4. Almost every day [CONTINUE WITH Q. 28]
5. Every day [CONTINUE WITH Q. 28]
6. Pupils do not take formal tests [GO TO Q. 31]

28. What is your typical pattern of testing? Are all the pupils given the same test or are there group or individual differences in the tests which are used? [CIRCLE ONE ONLY]

164
1. Testing identical for entire class
2. Testing varies by groups
3. Testing varies by subgroups
4. Testing varies by pupil
5. Teacher uses no formal tests
6. Other [SPECIFY] 290 - list

29. How do you use the results of these tests? [CIRCLE ALL THAT APPLY]

165 1. For grading
166 2. To assess mastery
167 3. For diagnosis
168 4. For prescription
169 5. Other [SPECIFY] 291 - list

30. a. Do your students sometimes score their own (not each other's) quizzes or tests? [CIRCLE RESPONSE]

170
1. Yes [CONTINUE WITH Q. 30.b.]
2. No [GO TO Q. 31]

b. [USE TEACHER CARD M] How frequently does this occur? [CIRCLE ONE ONLY]

171
1. Rarely, as a special treat
2. Sometimes but not often
3. Fairly often
4. Almost every day
5. Every time

31. [USE TEACHER CARD N] On the average, when do you give feedback to students on their daily in-class assignments? [CIRCLE ONE ONLY]

172
1. Within several days
2. The next day
3. Sometimes the same day, but after the assignment is completed
4. Always the same day, but after the assignment is completed
5. While the student is working on the assignment
6. Other [SPECIFY]

32. a. Do any of your students receive additional, regularly scheduled reading instruction from someone other than yourself? [CIRCLE RESPONSE]

173
1. Yes [CONTINUE WITH Q. 32.b.]
2. No [GO TO Q. 33]

b. Where does this additional, regularly scheduled reading instruction take place? [CIRCLE ALL THAT APPLY]

(174) 1. Hallway	(178) 5. Another classroom
(175) 2. Cafeteria	(179) 6. Resource room or other special learning room
(176) 3. Library	(180) 7. Other [SPECIFY] (292) - list
(177) 4. Area in the regular classroom	

c. [USE TEACHER CARD O] For what portion of the school year would a student typically receive the additional, regularly scheduled reading instruction? [CIRCLE ONE ONLY]

(181)
1. One quarter of the school year or less
2. Two quarters
3. Three quarters
4. The entire school year
5. The duration is almost entirely dependent upon individual student needs and achievement

d. Now, by using the roster, help me to record the amount of time that students spend in this additional, regularly scheduled reading instruction during a typical week. [RECORD NUMBER OF MINUTES PER WEEK ON STUDENT ROSTER] (Not Coded)

e. [USE TEACHER CARD P] How often, on the average, do you meet with the person responsible for this additional, regularly scheduled reading instruction in order to discuss your pupils and their instruction? [CIRCLE ONE ONLY]

(182)
1. Once a month or less
2. Once every two weeks
3. Once a week
4. More than once a week but not every day
5. Every day

Code 6 (293) - list

f. What is usually being taught back in your classroom while these students are receiving additional, regularly scheduled reading instruction? [CIRCLE ALL THAT APPLY]

(183) 1. Free period or study period	(186) 4. Math-related activity
(184) 2. P.E. or recess	(187) 5. Reading-related activity
(185) 3. Art or Music	(188) 6. Other [SPECIFY] (294) - list

33. [USE TEACHER CARD Q] How many of the students in your entire class and how many of the students receiving additional, regularly scheduled reading instruction would fall into the categories provided? [RECORD NUMBERS OF STUDENTS]

CATEGORY	NUMBER IN ENTIRE CLASS	NUMBER RECEIVING ADDITIONAL REGULARLY SCHEDULED READING INSTRUCTION
American Indian or Alaskan Native	(189)	(195)
Asian or Pacific Islander	(190)	(196)
Hispanic	(191)	(197)
Black, not of Hispanic origin	(192)	(198)
White, not of Hispanic origin	(193)	(199)
Other [SPECIFY] ____________	(194)	(200)

34. [USE TEACHER CARD R] How would you evaluate the monitoring and support activities that are presently performed by your principal in the area of reading instruction? [CIRCLE ONE ONLY]

227
1. Poor
2. Fair
3. Good
4. Very good
5. Excellent

Now I would like you to make some estimates as to how you have allocated your professional efforts during this current school year.

35. [USE TEACHER CARD S] For the student-contact time you have in reading, estimate the percent of this student contact-time which is spent in each of the listed types of activities. [RECORD PERCENT FOR EACH]

	% of Student Contact Time
1. Testing (of any kind)	267
2. Instruction	268
3. Classroom management	269
4. Other [SPECIFY]________________	270
	100%

36 a. Estimate the number of hours and minutes per week that you are involved in instructional contact with students other than in reading and math. [RECORD TOTAL NUMBER OF MINUTES] 271

b. Considering activities such as recess, attendance, and lunchroom duty, estimate the number of hours and minutes per week that you are in non-instructional contact with students. [RECORD TOTAL NUMBER OF MINUTES] 272

37. Estimate the number of hours and minutes per week you spend on math and reading activities (such as grading homework or tests or planning) outside of regular working hours? [RECORD TOTAL NUMBER OF MINUTES FOR EACH]

Reading 273 Math 274

38. [USE TEACHER CARD T] Under your current contract, you have a certain number of working hours when you are not in scheduled contact with students. [PROVIDE AN ESTIMATE OF THE NUMBER OF SUCH HOURS FOR TEACHERS IN THIS SCHOOL DISTRICT.] This non-contact time would include time prior to the start of classes in fall, time after the close of classes in spring, time before students arrive each school day, time after students leave school each day, days or hours of in-service training, and other days when you are required to work and the students are not in school. Please estimate for the full school year how you use these working hours during which you are not in scheduled contact with students. [ENTER PERCENT FOR EACH]

ACTIVITIES CATEGORY	PERCENT OF TIME
a. Planning for math instruction	275
b. Planning for reading instruction	276
c. Receiving training for math instruction	277
d. Receiving training for reading instruction	278
e. Participating in decisions related to math instruction (such as selecting materials or tests, determining performance objectives, determining evaluation designs, etc.)	279
f. Participating in decisions related to reading instruction (such as selecting materials or tests, determining performance objectives, determining evaluation designs, etc.)	280
g. Performing other activities related to math instruction (such as grading papers, meeting with parents, etc.)	281
h. Performing other activities related to reading instruction (such as grading papers, meeting with parents, etc.)	282
i. All other non-contact activities [SPECIFY]________________	283
j. Total Time	100%

OMB NO. 051-S76037

APPROVAL EXPIRES 9/30/77

INSTRUCTIONAL DIMENSIONS STUDY

NATIONAL INSTITUTE OF EDUCATION

DATE ______________________

SUPPLEMENTAL TEACHER INTERVIEW
(SPRING, READING)

(FILL IN CODES BEFORE GOING TO CLASSROOM.)

ID CODES	☐	☐	☐	☐	☐	☐	☐	☐	3	9	☐	☐	☐	☐	△	△
	1		3	4	5	6		8	9		11				15	

Interviewer's Signature ______________________

1. How many students receive instruction with you during the time you have the rostered students for reading instruction? ①
   a. How many children have transferred into this class during the school year? (251)
   b. How many children have transferred out of this class during this school year? (252)

2. How many students were present today for this reading instruction? ②

3. a. At what time does your instructional day begin? Amt. of instructional time / day
   b. At what time does your instructional day end? (minutes) ③
   c. At what time do you stop work for lunch? ______
   d. At what time do you resume work after lunch? ______
   e. Record details on any regular weekly exceptions. ______

4. a. Do you group for reading instruction? [CIRCLE RESPONSE]
   ④ 1. Yes [CONTINUE WITH Q. 4.b.]
   2. No [GO TO Q. 5,6, 7 and 8, THEN SKIP Q. 9]
   b. How many reading groups do you usually have? ⑤
   c. Please tell me the names you use for the groups, and the usual number of pupils in each of the groups:

   Name of Group: (1) ______ (2) ______ (3) ______ (4) ______ (5) ______
   Number of Pupils: (1) ______ (2) ______ (3) ______ (4) ______ (5) ______
   Avg. Group Size : ⑥

5. [USE TEACHER CARD A] Now I would like you to help me complete an instructional schedule chart. First, I would like you to tell me the number of persons in the various categories provided who are present during either the morning or afternoon reading activity periods on any of the given days of the week. [RECORD NUMBER FOR EACH IN CORRESPONDING COLUMNS OF THE CHART ON THE FOLLOWING PAGE]

Questions with yes/no response:	Questions with all applicable responses circled or checked:	Questions with several responses ranked:
Yes = 1	Not circled or checked = 1	1 - 9 = Assigned to appropriate rank of 1 thru 9
No = 2	Circled or checked = 2	10 = Unranked or rank
NR = 0	N/A = 0	

11-13

Person-hours/week

5. a. How many student teachers? [COMPLETE Q. 5 AND Q. 6] (7) [RECORD NUMBER IN COLUMN 5.a.]
b. How many aides? [COMPLETE Q. 5, Q. 6 and Q. 7] 8 [RECORD NUMBER IN COLUMN 5.b.]
c. How many parents? [COMPLETE Q. 5 AND Q. 6] 9 [RECORD NUMBER IN COLUMN 5.c.]
d. How many other adult volunteers? [COMPLETE Q. 5 AND Q. 6] 10 [RECORD NUMBER IN COLUMN 5.d.]
e. How many cross-age tutors? [COMPLETE Q. 5 AND Q. 6] 11 [RECORD NUMBER IN COLUMN 5.e.]
f. Other persons? [COMPLETE Q. 5 AND Q. 6] (12) [RECORD NUMBER IN COLUMN 5.f.]

PERSONS PRESENT DURING INSTRUCTION

	5.a. STUDENT TEACHERS	5.b. AIDES	5.c. PARENT VOLUNTEERS	5.d. OTHER ADULT VOLUNTEERS	5.e. CROSS-AGE TUTORS	5.f. OTHERS
MON. A.M.						
MON. P.M.						
TUE. A.M.						
TUE. P.M.						
WED. A.M.						
WED. P.M.						
THURS. A.M.						
THURS. P.M.						
FRI. A.M.						
FRI. P.M.						

Now I would like you to refer to your card for examples of activities which are not to be considered reading activities.

6. [USE TEACHER CARD A] For the entire class during a typical week, how many minutes are spent on these reading activities in each of the reading activity periods on each of the days of the week? [RECORD NUMBER]

(13)
Total Minutes Per Week

7. [IF AIDES ARE USED] For the aides you have mentioned, please provide the following information: [IF MORE THAN TWO AIDES ARE USED, SELECT THE TWO AIDES WHO SPEND THE MOST TIME WITH STUDENTS] [RECORD INFORMATION FOR EACH AIDE]

AIDE 1

a) How many minutes per week does this aide spend in the reading classroom? [RECORD NUMBER] 253

b) Is the aide employed: [CIRCLE ONE ONLY] 254
1. Full-time
2. Half-time
3. Quarter-time
4. Other [SPECIFY]________________

c) What is the aide's highest earned degree? [CIRCLE ONE ONLY] 255
1. High school degree only
2. High school degree plus college level credits
3. Bachelor's degree
4. Bachelor's degree plus credits toward a Master's degree
5. Master's degree
6. Master's degree plus credits toward a Ph.D. or Ed.D.
7. Other [SPECIFY]________________

d) Is or has the aide been a certified teacher? [CIRCLE RESPONSE] 256
1. Yes
2. No

AIDE 2

a) How many minutes per week does this aide spend in the reading classroom? [RECORD NUMBER] 257

b) Is the aide employed: [CIRCLE ONE ONLY] 258
1. Full-time
2. Half-time
3. Quarter-time
4. Other [SPECIFY]________________

c) What is the aide's highest earned degree? [CIRCLE ONE ONLY] 259
1. High school degree only
2. High school degree plus college level credits
3. Bachelor's degree
4. Bachelor's degree plus credits toward a Master's degree
5. Master's degree
6. Master's degree plus credits toward a Ph.D. or Ed.D.
7. Other [SPECIFY]________________

d) Is or has the aide been a certified teacher? [CIRCLE RESPONSE] 260
1. Yes
2. No

8. [USE TEACHER CARD 3] For the persons mentioned in response to completing the chart (Q. 5) for reading activities, please estimate the average number of minutes per week all of these persons together spend assisting you each week. [RECORD NUMBER FOR EACH CATEGORY]

ASSISTANCE CATEGORY	TOTAL AVERAGE MINUTES PER WEEK
a. Record keeping, administrative details, materials preparation	261
b. Supervision of and assistance with pupil seatwork, directed activities such as story reading, etc.	262
c. Tutoring of individual pupils on a regular, formal basis	263
d. Direct teaching of formal groups and/or entire class	264
e. Other [SPECIFY]________________	265
f. Total number minutes per week	266

9. a. Have your reading groups kept the same memberships for the entire school year, or have you regrouped more than a few pupils during the year? [CIRCLE RESPONSE]

24
1. Stayed the same [GO TO Q. 10]
2. Regrouped [CONTINUE WITH Q. 9.b.]

b. [USE TEACHER CARD C] Approximately how often do you think you have regrouped? [CIRCLE ONE ONLY]

25
1. Less often than at three month intervals
2. Every 3 months
3. Every 2 months
4. Every 6 weeks
5. Once a month
6. Every 3 weeks
7. Every 2 weeks
8. Once a week
9. More often than once a week

10. a. Do you assign reading homework? [CIRCLE RESPONSE]

26
1. Yes [CONTINUE WITH Q. 10.b.]
2. No [GO TO Q. 11]

b. On what basis do you make assignments? For example, the whole class might get the same assignment or there might be some differences in assignments? [CIRCLE ALL THAT APPLY]

27 1. To entire class [GO TO Q. 10.d.]
28 2. To groups [CONTINUE WITH Q. 10.c., THEN GO TO Q. 11]
29 3. To subgroups in these groups [GO TO Q. 10.d.]
30 4. To individual pupils [GO TO Q. 10.d.]
31 5. Other [GO TO Q. 10.d.] [SPECIFY] 284 + list

32
min/night
Avg. per group

c. [IF HOMEWORK IS ASSIGNED BY GROUPS] Please estimate the average number of minutes per night students in each reading group spend doing assigned homework.

Name of Group: (1)________ (2)________ (3)________ (4)________ (5)________

Number of Minutes: (1)________ (2)________ (3)________ (4)________ (5)________

d. [IF HOMEWORK IS NOT ASSIGNED BY GROUPS] Please estimate the average number of minutes per night students spend doing assigned homework. 33

11. a. Is there a systematic way of assessing student progress or mastery of specific skills built into your reading curriculum? [CIRCLE RESPONSE]

89
1. Yes [CONTINUE WITH Q. 11.b.]
2. No [GO TO Q. 12]

b. Do you usually use it? [CIRCLE RESPONSE]

90
1. Yes
2. No

12. a. What methods do you use to assess pupil mastery of specific skills in reading? [CIRCLE ALL THAT APPLY]

91 1. Standardized test results
92 2. Curriculum-provided tests
93 3. Teacher-made tests
94 4. Review of in-class assignments
95 5. Review of homework
96 6. Completion of work units
97 7. Observation of work sample
98 8. Conference with specialist
99 9. Conference with pupil
100 10. Other [SPECIFY] 285 + list

b. Please rank the methods you have indicated that you use in terms of their importance in your assessment of mastery. [RECORD NUMBER OF RANK. MOST IMPORTANT WOULD BE "1", NEXT IN IMPORTANCE WOULD BE "2", ETC.]

101 Standardized test results
102 Curriculum-provided tests
103 Teacher-made tests
104 Review of in-class assignments
105 Review of homework
106 Completion of work units
107 Observation of work sample
108 Conference with specialist
109 Conference with pupil
110 Other [SPECIFY]

13. a. Are the students self-paced in reading? [CIRCLE RESPONSE]

111
1. Yes [CONTINUE WITH Q. 13.b.]
2. No [GO TO Q. 14]

b. Who is self-paced? [CIRCLE ONE ONLY]

112
1. A few pupils
2. Several pupils, but less than half the class
3. Many pupils, or about half the class
4. All or nearly all pupils

c. What amount of their total reading is self-paced? [CIRCLE ONE ONLY]

113
1. Very little of it
2. Some of it
3. Most of it
4. All of it

d. Do you impose some deadlines for completion of materials? [CIRCLE RESPONSE]

114
1. Yes [CONTINUE WITH Q. 13.e.]
2. No [GO TO Q. 14]

e. Are these deadlines usually by reporting periods, monthly, weekly or daily? [CIRCLE ONE ONLY]

115
1. By reporting periods
2. Monthly
3. Weekly
4. Daily
5. Other [SPECIFY] ______________________________

14. If a child has been working for several days on a skill or concept in reading and seems to be making no progress, what do you typically do? [CIRCLE ALL THAT APPLY]

116 1. Have child repeat content using different materials
117 2. Repeat the identical work material
118 3. Give extra homework
119 4. Give extra in-class assignments
120 5. Give one-to-one remedial instruction
121 6. Use curriculum-suggested remedial work
122 7. Depends completely upon the individual child
123 8. Continue on, planning to come back later
124 9. Consult with specialist
125 10. Nothing
126 11. Other [SPECIFY] 286 - list

15. [USE TEACHER CARD D] Rate your reading curriculum according to how clear it is in telling you what the next unit (or chapter) of material should be at the completion of a unit (or chapter) of material. [CIRCLE ONE ONLY]

127
1. Poor
2. Fair
3. Good
4. Very good
5. Excellent

16. a. [USE TEACHER CARD E] To what extent do you follow the sequence that is suggested or implied in your main curriculum? [CIRCLE ONE ONLY]

128
1. Cover the material in almost exactly the sequence recommended (or as it appears)
2. Alter the sequence slightly
3. Alter the sequence moderately
4. Alter the sequence considerably
5. Do not use the recommended sequence at all

b. Is the sequence or order in which you present skills the same for all pupils? [CIRCLE RESPONSE]

129
1. Yes [GO TO Q. 17]
2. No [CONTINUE WITH Q. 16.c.]

c. How does the sequence vary? [CIRCLE ONE ONLY]

130
1. By groups
2. By subgroups
3. By individuals

17. [USE TEACHER CARD F] To what extent do you develop your own materials to replace the materials included or suggested in your basic curriculum package? [CIRCLE ONE ONLY]

131
1. Almost never
2. Rarely
3. Sometimes
4. Often
5. Almost always

18. [USE TEACHER CARD G] In general, how interesting do you think your students find the main published curriculum materials you use? (Exclude from consideration here those materials you make yourself. Consider format, layout, artwork, photographs, and so on, not exclusively content.) [CIRCLE ONE ONLY]

132
1. Very uninteresting
2. Somewhat uninteresting
3. Only slightly interesting
4. Fairly interesting
5. Very interesting

19. [USE TEACHER CARD H] Please estimate the percent of your instructional time which is spent in each of the following categories: [ENTER PERCENT NUMBER]

1. Giving instruction to the entire class ______ 133 %
2. Giving instruction to subgroups of 11 or more pupils ______ 134 %
3. Giving instruction to small groups of pupils (5-10 pupils) ______ 135 %
4. Giving instruction to 2-4 pupils at a time ______ 136 %
5. Giving one-to-one instruction or tutorial help ______ 137 %
6. Other [SPECIFY] ______ 138 %

100%

20. [USE TEACHER CARD I] In the past two weeks, what types of instructional materials have you used in reading? [CIRCLE ALL THAT APPLY]

139 1. Basic text
140 2. Supplemental text
141 3. Library books
142 4. Audiotapes
143 5. Workbooks or worksheets
144 6. Instructional kits
145 7. Computer/CAI

146 8. Film strips
147 9. Films
148 10. Games
149 11. Language masters
150 12. Flash cards or work cards
151 13. Other [SPECIFY] 287 - list ______

21. On a typical day, what would the pattern of daily assignments in your class look like? That is, would all pupils have the same assignment, would pupils in each group have the same assignment, etc. [CIRCLE ONE ONLY]

152
1. Assignments made to entire class
2. Assignments made to groups
3. Assignments made to subgroups
4. Assignments made to individual pupils
5. Other [SPECIFY] 288 - list ______

22. a. Are there usually days, for instance one day a week, when this pattern of reading assignments is quite different from the typical pattern you just described? [CIRCLE RESPONSE]

(153)
1. Yes [CONTINUE WITH Q. 22.b.]
2. No [GO TO Q. 23]

b. [USE TEACHER CARD J] How often does this occur? [CIRCLE ONE ONLY]

(154)
1. Only rarely, as a special occasion
2. Sometimes, but not often
3. Fairly often

c. On these days what would the pattern of assignments look like? That is, would all pupils have the same assignment, would pupils in each group have the same assignment, etc.? [CIRCLE ONE ONLY]

(155)
1. Assignments made to entire class
2. Assignments made to groups
3. Assignments made to subgroups
4. Assignments made to individual pupils
5. Other [SPECIFY] (289) - list

23. a. Do your students sometimes decide beside whom they will sit during reading instruction? [CIRCLE RESPONSE]

(156)
1. Yes [CONTINUE WITH Q. 23.h.]
2. No [GO TO Q. 24]

b. [USE TEACHER CARD J] How frequently does this occur? [CIRCLE ONE ONLY]

(157)
1. Only rarely, as a special occasion
2. Sometimes, but not often
3. Fairly often
4. Almost everyday
5. All the time

24. a. Do your students sometimes decide whether they want to work alone or with others during reading-related instruction? [CIRCLE RESPONSE]

(158)
1. Yes [CONTINUE WITH Q. 24.b.]
2. No [GO TO Q. 25]

b. [USE TEACHER CARD J] How frequently does this occur? [CIRCLE ONE ONLY]

(159)
1. Only rarely, as a special occasion
2. Sometimes, but not often
3. Fairly often
4. Almost every day
5. All the time

25. [USE TEACHER CARD K] How frequently is peer tutoring used in this classroom? [CIRCLE ONE ONLY]

(160)
1. Never
2. Rarely
3. Occasionally
4. Frequently
5. All the time

26. a. Do you sometimes use games or contests with your reading class? [CIRCLE RESPONSE]

(161)
1. Yes [CONTINUE WITH Q. 26.b.]
2. No [GO TO Q. 27]

b. [USE TEACHER CARD L] How frequently does this occur? [CIRCLE ONE ONLY]

1. Once a month or less
2. Once every 2 weeks
(162) 3. Once or twice a week
4. Almost every day
5. Every day

27. [USE TEACHER CARD L] On the average, about how often does a student take a formal test? This includes any test other than initial placement tests and includes teacher-made tests. [CIRCLE ONE ONLY]

1. Once a month or less [CONTINUE WITH Q. 28]
2. Once every 2 weeks [CONTINUE WITH Q. 28]
(163) 3. Once or twice a week [CONTINUE WITH Q. 28]
4. Almost every day [CONTINUE WITH Q. 28]
5. Every day [CONTINUE WITH Q. 28]
6. Pupils do not take formal tests [GO TO Q. 31]

28. What is your typical pattern of testing? Are all the pupils given the same test or are there group or individual differences in the tests which are used? [CIRCLE ONE ONLY]

1. Testing identical for entire class
(164) 2. Testing varies by groups
3. Testing varies by subgroups
4. Testing varies by pupil
5. Teacher uses no formal tests
6. Other [SPECIFY] (290)-list

29. How do you use the results of these tests? [CIRCLE ALL THAT APPLY]

(165) 1. For grading
166 2. To assess mastery
167 3. For diagnosis
168 4. For prescription
(169) 5. Other [SPECIFY] (291)-list

30. a. Do your students sometimes score their own (not each other's) quizzes or tests? [CIRCLE RESPONSE]

(170) 1. Yes [CONTINUE WITH Q. 30.b.]
2. No [GO TO Q. 31]

b. [USE TEACHER CARD M] How frequently does this occur? [CIRCLE ONE ONLY]

1. Rarely, as a special treat
2. Sometimes but not often
3. Fairly often
(171) 4. Almost every day
5. Every time

31. [USE TEACHER CARD N] On the average, when do you give feedback to students on their daily in-class assignments? [CIRCLE ONE ONLY]

1. Within several days
2. The next day
3. Sometimes the same day, but after the assignment is completed
(172) 4. Always the same day, but after the assignment is completed
5. While the student is working on the assignment
6. Other [SPECIFY]

32. Now, let's discuss some other aspects of the reading instruction provided for the students on this roster.

a. Where does the reading instruction for these students take place? [CIRCLE ONE ONLY]

(174)

1. Hallway
2. Cafeteria
3. Library
4. Area in the regular classroom
5. Another classroom
6. Resource room or other special learning room
7. Other [SPECIFY] (292)-list

b. [USE TEACHER CARD O] For what portion of the school year will these students receive this reading instruction? [CIRCLE ONE ONLY]

(181)

1. One quarter of the school year or less
2. Two quarters
3. Three quarters
4. The entire school year
5. The duration is almost entirely dependent upon individual student needs and achievement

c. [USE TEACHER CARD P] How often, on the average, do you meet with the person responsible for the regularly scheduled reading instruction in order to discuss your pupils and their instruction? [CIRCLE ONE ONLY]

(182)

1. Once a month
2. Once every two weeks
3. Once a week
4. More than once a week but not every day
5. Every day

Code 6 (293)-list

d. What is usually being taught back in the regular classroom while these students are receiving this additional, regularly scheduled reading instruction? [CIRCLE ALL THAT APPLY]

183 1. Free period or study period
184 2. P.E. or recess
185 3. Art or Music
186 4. Math-related activity
187 5. Reading-related activity
188 6. Other [SPECIFY] (294) list

33. [USE TEACHER CARD Q] How many of the students on the roster for this class would fall into the categories provided? [RECORD NUMBERS OF STUDENTS]

CATEGORY	NUMBER RECEIVING THIS READING INSTRUCTION
American Indian or Alaskan Native	195
Asian or Pacific Islander	196
Hispanic	197
Black, not of Hispanic origin	198
White, not of Hispanic origin	199
Other [SPECIFY] ______	200

34. [USE TEACHER CARD R] How would you evaluate the monitoring and support activities that are presently performed by your principal in the area of reading instruction? [CIRCLE ONE ONLY]

233
1. Poor
2. Fair
3. Good
4. Very good
5. Excellent

Now I would like you to make some estimates as to how you have allocated your professional efforts during this current school year.

35. [USE TEACHER CARD S] For the student-contact time you have in reading, estimate the percent of this student contact-time which is spent in each of the listed types of activities: [RECORD PERCENT FOR EACH]

	% of Student Contact Time
1. Testing (of any kind)	267
2. Instruction	268
3. Classroom management	269
4. Other [SPECIFY]__________	270
	100%

36 a. Estimate the number of hours and minutes per week that you are involved in instructional contact with students other than in reading and math. [RECORD TOTAL NUMBER OF MINUTES]__________ 271

b. Considering activities such as recess, attendance, and lunchroom duty, estimate the number of hours and minutes per week that you are in non-instructional contact with students. [RECORD TOTAL NUMBER OF MINUTES]__________ 272

37. Estimate the number of hours and minutes per week you spend on math and reading activities (such as grading homework or tests or planning) outside of regular working hours? [RECORD TOTAL NUMBER OF MINUTES FOR EACH]

Reading 273 Math 274

38. [USE TEACHER CARD T] Under your current contract, you have a certain number of working hours when you are not in scheduled contact with students. [PROVIDE AN ESTIMATE OF THE NUMBER OF SUCH HOURS FOR TEACHERS IN THIS SCHOOL DISTRICT.] This non-contact time would include time prior to the start of classes in fall, time after the close of classes in spring, time before students arrive each school day, time after students leave school each day, days or hours of in-service training, and other days when you are required to work and the students are not in school. Please estimate for the full school year how you use these working hours during which you are not in scheduled contact with students. [ENTER PERCENT FOR EACH]

ACTIVITIES CATEGORY	PERCENT OF TIME
a. Planning for math instruction	275
b. Planning for reading instruction	276
c. Receiving training for math instruction	277
d. Receiving training for reading instruction	278
e. Participating in decisions related to math instruction (such as selecting materials or tests, determining performance objectives, determining evaluation designs, etc.)	279
f. Participating in decisions related to reading instruction (such as selecting materials or tests, determining performance objectives, determining evaluation designs, etc.)	280
g. Performing other activities related to math instruction (such as grading papers, meeting with parents, etc.)	281
h. Performing other activities related to reading instruction (such as grading papers, meeting with parents, etc.)	282
i. All other non-contact activities [SPECIFY]__________	283
j. Total Time	100%

OMB NO. 051-S76037

APPROVAL EXPIRES 9/30/77

INSTRUCTIONAL DIMENSIONS STUDY

NATIONAL INSTITUTE OF EDUCATION

DATE ____________________

TEACHER INTERVIEW

(SPRING, MATH)

(FILL IN CODES BEFORE GOING TO CLASSROOM.)

ID CODES									3	0					△	△
	1		3	4	5	6		8	9		11				15	

Interviewer's Signature ____________________

1. How many students are enrolled in this classroom for regular math instruction with you? ①
   a. How many children have transferred into this class during the school year? (251)
   b. How many children have transferred out of this class during this school year? (252)

2. How many students were present today during math class? % Present ②

3. a. At what time does your instructional day begin? Amount of Instructional Time/Day
   b. At what time does your instructional day end? (minutes)
   c. At what time do you stop work for lunch? ____
   d. At what time do you resume work after lunch? ③
   e. Record details on any regular weekly exceptions. ____

4. a. Do you group for math instruction? [CIRCLE RESPONSE]
   ④ { 1. Yes [CONTINUE WITH Q. 4.b.]
   2. No [GO TO Q. 5,6, 7 and 8, THEN SKIP Q. 9]
   b. How many math groups do you usually have? ⑤
   c. Please tell me the names you use for the groups, and the usual number of pupils in each of the groups:

Name of Group:	(1) ____	(2) ____	(3) ____	(4) ____	(5) ____
Number of Pupils:	(1) ____	(2) ____	(3) ____	(4) ____	(5) ____

Avg. Group Size: ⑥

5. [USE TEACHER CARD A] Now I would like you to help me complete an instructional schedule chart. First, I would like you to tell me the number of persons in the various categories provided who are present during either the morning or afternoon math activity periods on any of the given days of the week. [RECORD NUMBER FOR EACH IN CORRESPONDING COLUMNS OF THE CHART ON THE FOLLOWING PAGE]

Questions with yes/no response:	Questions with all applicable responses circled or checked:	Questions with several responses ranked:
Yes = 1	Not circled or checked = 1	1 - 9 = Assigned to appropriate rank of 1 thru 9
No = 2	Circled or checked = 2	
NR = 0	N/A = 0	
		10 = Unranked or rank of 10.

No. Person-Hours/Week

5. a.	How many student teachers?	[COMPLETE Q. 5 AND Q. 6]	⑦	[RECORD NUMBER IN COLUMN 5.a.]
b.	How many aides?	[COMPLETE Q. 5, Q. 6 and Q. 7]	⑧	[RECORD NUMBER IN COLUMN 5.b.]
c.	How many parents?	[COMPLETE Q. 5 AND Q. 6]	⑨	[RECORD NUMBER IN COLUMN 5.c.]
d.	How many other adult volunteers?	[COMPLETE Q. 5 AND Q. 6]	⑩	[RECORD NUMBER IN COLUMN 5.d.]
e.	How many cross-age tutors?	[COMPLETE Q. 5 AND Q. 6]	⑪	[RECORD NUMBER IN COLUMN 5.e.]
f.	Other persons?	[COMPLETE Q. 5 AND Q. 6]	⑫	[RECORD NUMBER IN COLUMN 5.f.]

PERSONS PRESENT DURING INSTRUCTION

	5.a. STUDENT TEACHERS	5.b. AIDES	5.c. PARENT VOLUNTEERS	5.d. OTHER ADULT VOLUNTEERS	5.e. CROSS-AGE TUTORS	5.f. OTHERS
MON. A.M.						
MON. P.M.						
TUE. A.M.						
TUE. P.M.						
WED. A.M.						
WED. P.M.						
THURS. A.M.						
THURS. P.M.						
FRI. A.M.						
FRI. P.M.						

Now I would like you to refer to your card for examples of activities which are not to be considered math activities.

6. [USE TEACHER CARD A] For the entire class during a typical week, how many minutes are spent on these math activities in each of the math activity periods on each of the days of the week? [RECORD NUMBER]

⑬
Total Minutes Per Week

7. [IF AIDES ARE USED] For the aides you have mentioned, please provide the following information: [IF MORE THAN TWO AIDES ARE USED, SELECT THE TWO AIDES WHO SPEND THE MOST TIME WITH STUDENTS] [RECORD INFORMATION FOR EACH AIDE]

AIDE 1

a) How many minutes per week does this aide spend in the math classroom? [RECORD NUMBER] 253

b) Is the aide employed: [CIRCLE ONE ONLY]

254
1. Full-time
2. Half-time
3. Quarter-time
4. Other [SPECIFY]________________

c) What is the aide's highest earned degree? [CIRCLE ONE ONLY]

255
1. High school degree only
2. High school degree plus college level credits
3. Bachelor's degree
4. Bachelor's degree plus credits toward a Master's degree
5. Master's degree
6. Master's degree plus credits toward a Ph.D. or Ed.D.
7. Other [SPECIFY]________________

d) Is or has the aide been a certified teacher? [CIRCLE RESPONSE]

256
1. Yes
2. No

AIDE 2

a) How many minutes per week does this aide spend in the math classroom? [RECORD NUMBER] 257

b) Is the aide employed: [CIRCLE ONE ONLY]

258
1. Full-time
2. Half-time
3. Quarter-time
4. Other [SPECIFY]________________

c) What is the aide's highest earned degree? [CIRCLE ONE ONLY]

259
1. High school degree only
2. High school degree plus college level credits
3. Bachelor's degree
4. Bachelor's degree plus credits toward a Master's degree
5. Master's degree
6. Master's degree plus credits toward a Ph.D. or Ed.D.
7. Other [SPECIFY]________________

d) Is or has the aide been a certified teacher? [CIRCLE RESPONSE]

260
1. Yes
2. No

8. [USE TEACHER CARD 8] For the persons mentioned in response to completing the chart (Q. 5) for math activities, please estimate the average number of minutes per week all of these persons together spend assisting you each week. [RECORD NUMBER FOR EACH CATEGORY]

ASSISTANCE CATEGORY	TOTAL AVERAGE MINUTES PER WEEK
a. Record keeping, administrative details, materials preparation	261
b. Supervision of and assistance with pupil seatwork, directed activities such as math games, etc.	262
c. Tutoring of individual pupils on a regular, formal basis	263
d. Direct teaching of formal groups and/or entire class	264
e. Other [SPECIFY]________________	265
f. Total number minutes per week	266

9. a. Have your math groups kept the same memberships for the entire school year, or have you regrouped more than a few pupils during the year? [CIRCLE RESPONSE]

(24) {
1. Stayed the same [GO TO Q. 10]
2. Regrouped [CONTINUE WITH Q. 9.b.]

b. [USE TEACHER CARD C] Approximately how often do you think you have regrouped? [CIRCLE ONE ONLY]

1. Less often than at three month intervals
2. Every 3 months
3. Every 2 months
4. Every 6 weeks
5. Once a month
6. Every 3 weeks
7. Every 2 weeks
8. Once a week
9. More often than once a week

} (25)

10. a. Do you assign math homework? [CIRCLE RESPONSE]

(26) {
1. Yes [CONTINUE WITH Q. 10.b.]
2. No [GO TO Q. 11]

b. On what basis do you make assignments? For example, the whole class might get the same assignment or there might be some differences in assignments? [CIRCLE ALL THAT APPLY]

(27) 1. To entire class [GO TO Q. 10.d.]
(28) 2. To groups [CONTINUE WITH Q. 10.c., THEN GO TO Q. 11]
(29) 3. To subgroups in these groups [GO TO Q. 10.d.]
(30) 4. To individual pupils [GO TO Q. 10.d.]
(31) 5. Other [GO TO Q. 10.d.] [SPECIFY] (284) - list

c. [IF HOMEWORK IS ASSIGNED BY GROUPS] Please estimate the average number of minutes per night students in each math group spend doing assigned homework.

Avg. per Group min/night of Group Homework: (32)

Name of Group: (1)_____ (2)_____ (3)_____ (4)_____ (5)_____
Number of Minutes: (1)_____ (2)_____ (3)_____ (4)_____ (5)_____

d. [IF HOMEWORK IS NOT ASSIGNED BY GROUPS] Please estimate the average number of minutes per night students spend doing assigned homework._____ (33)

11. a. Is there a systematic way of assessing student progress or mastery of specific skills built into your math curriculum? [CIRCLE RESPONSE]

(89) {
1. Yes [CONTINUE WITH Q. 11.b.]
2. No [GO TO Q. 12]

b. Do you usually use it? [CIRCLE RESPONSE]

(90) {
1. Yes
2. No

12. a. What methods do you use to assess pupil mastery of specific skills in math? [CIRCLE ALL THAT APPLY]

(91) 1. Standardized test results
(92) 2. Curriculum-provided tests
(93) 3. Teacher-made tests
(94) 4. Review of in-class assignments
(95) 5. Review of homework
(96) 6. Completion of work units
(97) 7. Observation of work sample
(98) 8. Conference with specialist
(99) 9. Conference with pupil
(100) 10. Other [SPECIFY] (285) - list

b. Please rank the methods you have indicated that you use in terms of their importance in your assessment of mastery. [RECORD NUMBER OF RANK. MOST IMPORTANT WOULD BE "1", NEXT IN IMPORTANCE WOULD BE "2", ETC.]

(101) Standardized test results
(102) Curriculum-provided tests
(103) Teacher-made tests
(104) Review of in-class assignments
(105) Review of homework
(106) Completion of work units
(107) Observation of work sample
(108) Conference with specialist
(109) Conference with pupil
(110) Other [SPECIFY]_____

13. a. Are the students self-paced in math? [CIRCLE RESPONSE]

(111)
1. Yes [CONTINUE WITH Q. 13.b.]
2. No [GO TO Q. 14]

b. Who is self-paced? [CIRCLE ONE ONLY]

(112)
1. A few pupils
2. Several pupils, but less than half the class
3. Many pupils, or about half the class
4. All or nearly all pupils

c. What amount of their total math is self-paced? [CIRCLE ONE ONLY]

(113)
1. Very little of it
2. Some of it
3. Most of it
4. All of it

d. Do you impose some deadlines for completion of materials? [CIRCLE RESPONSE]

(114)
1. Yes [CONTINUE WITH Q. 13.e.]
2. No [GO TO Q. 14]

e. Are these deadlines usually by reporting periods, monthly, weekly or daily? [CIRCLE ONE ONLY]

(115)
1. By reporting periods
2. Monthly
3. Weekly
4. Daily
5. Other [SPECIFY] ____________

14. If a child has been working for several days on a skill or concept in math and seems to be making no progress, what do you typically do? [CIRCLE ALL THAT APPLY]

(116) 1. Have child repeat content using different materials
(117) 2. Repeat the identical work material
(118) 3. Give extra homework
(119) 4. Give extra in-class assignments
(120) 5. Give one-to-one remedial instruction
(121) 6. Use curriculum-suggested remedial work
(122) 7. Depends completely upon the individual child
(123) 8. Continue on, planning to come back later
(124) 9. Consult with specialist
(125) 10. Nothing
(126) 11. Other [SPECIFY] (286) - list

15. [USE TEACHER CARD D] Rate your math curriculum according to how clear it is in telling you what the next unit (or chapter) of material should be at the completion of a unit (or chapter) of material. [CIRCLE ONE ONLY]

(127)
1. Poor
2. Fair
3. Good
4. Very good
5. Excellent

16. a. [USE TEACHER CARD E] To what extent do you follow the sequence that is suggested or implied in your main curriculum? [CIRCLE ONE ONLY]

(128)
1. Cover the material in almost exactly the sequence recommended (or as it appears)
2. Alter the sequence slightly
3. Alter the sequence moderately
4. Alter the sequence considerably
5. Do not use the recommended sequence at all

b. Is the sequence or order in which you present skills the same for all pupils? [CIRCLE RESPONSE]

129
1. Yes [GO TO Q. 17]
2. No [CONTINUE WITH Q. 16.c.]

c. How does the sequence vary? [CIRCLE ONE ONLY]

130
1. By groups
2. By subgroups
3. By individuals

17. [USE TEACHER CARD F] To what extent do you develop your own materials to replace the materials included or suggested in your basic curriculum package? [CIRCLE ONE ONLY]

131
1. Almost never
2. Rarely
3. Sometimes
4. Often
5. Almost always

18. [USE TEACHER CARD G] In general, how interesting do you think your students find the main published curriculum materials you use? (Exclude from consideration here those materials you make yourself. Consider format, layout, artwork, photographs, and so on, not exclusively content.) [CIRCLE ONE ONLY]

132
1. Very uninteresting
2. Somewhat uninteresting
3. Only slightly interesting
4. Fairly interesting
5. Very interesting

19. [USE TEACHER CARD H] Please estimate the percent of your instructional time which is spent in each of the following categories: [ENTER PERCENT NUMBER]

1. Giving instruction to the entire class ________ 133 %
2. Giving instruction to subgroups of 11 or more pupils ________ 134 %
3. Giving instruction to small groups of pupils (5-10 pupils) ________ 135 %
4. Giving instruction to 2-4 pupils at a time ________ 136 %
5. Giving one-to-one instruction or tutorial help ________ 137 %
6. Other [SPECIFY] ________ 138 %

100%

20. [USE TEACHER CARD I] In the past two weeks, what types of instructional materials have you used in math? [CIRCLE ALL THAT APPLY]

139 1. Basic text
140 2. Supplemental text
141 3. Library books
142 4. Audiotapes
143 5. Workbooks or worksheets
144 6. Instructional kits
145 7. Computer/CAI
146 8. Film strips
147 9. Films
148 10. Games
149 11. Manipulatives
150 12. Flash cards or work cards
151 13. Other [SPECIFY] 287 - list

21. On a typical day, what would the pattern of daily assignments in your class look like? That is, would all pupils have the same assignment, would pupils in each group have the same assignment, etc. [CIRCLE ONE ONLY]

152
1. Assignments made to entire class
2. Assignments made to groups
3. Assignments made to subgroups
4. Assignments made to individual pupils
5. Other [SPECIFY] 288 - list

22. a. Are there usually days, for instance one day a week, when this pattern of math assignments is quite different from the typical pattern you just described? [CIRCLE RESPONSE]

(153)
1. Yes [CONTINUE WITH Q. 22.b.]
2. No [GO TO Q. 23]

b. [USE TEACHER CARD J] How often does this occur? [CIRCLE ONE ONLY]

(154)
1. Only rarely, as a special occasion
2. Sometimes, but not often
3. Fairly often

c. On these days what would the pattern of assignments look like? That is, would all pupils have the same assignment, would pupils in each group have the same assignment, etc.? [CIRCLE ONE ONLY]

(155)
1. Assignments made to entire class
2. Assignments made to groups
3. Assignments made to subgroups
4. Assignments made to individual pupils
5. Other [SPECIFY] (289) - list

23. a. Do your students sometimes decide beside whom they will sit during math instruction? [CIRCLE RESPONSE]

(156)
1. Yes [CONTINUE WITH Q. 23.h.]
2. No [GO TO Q. 24]

b. [USE TEACHER CARD J] How frequently does this occur? [CIRCLE ONE ONLY]

(157)
1. Only rarely, as a special occasion
2. Sometimes, but not often
3. Fairly often
4. Almost everyday
5. All the time

24. a. Do your students sometimes decide whether they want to work alone or with others during math-related instruction? [CIRCLE RESPONSE]

(158)
1. Yes [CONTINUE WITH Q. 24.b.]
2. No [GO TO Q. 25]

b. [USE TEACHER CARD J] How frequently does this occur? [CIRCLE ONE ONLY]

(159)
1. Only rarely, as a special occasion
2. Sometimes, but not often
3. Fairly often
4. Almost every day
5. All the time

25. [USE TEACHER CARD K] How frequently is peer tutoring used in this classroom? [CIRCLE ONE ONLY]

(160)
1. Never
2. Rarely
3. Occasionally
4. Frequently
5. All the time

26. a. Do you sometimes use games or contests with your math class? [CIRCLE RESPONSE]

(161)
1. Yes [CONTINUE WITH Q. 26.b.]
2. No [GO TO Q. 27]

b. [USE TEACHER CARD L] How frequently does this occur? [CIRCLE ONE ONLY]

(162)
1. Once a month or less
2. Once every 2 weeks
3. Once or twice a week
4. Almost every day
5. Every day

27. [USE TEACHER CARD L] On the average, about how often does a student take a formal test? This includes any test other than initial placement tests and includes teacher-made tests. [CIRCLE ONE ONLY]

(163)
1. Once a month or less [CONTINUE WITH Q. 28]
2. Once every 2 weeks [CONTINUE WITH Q. 28]
3. Once or twice a week [CONTINUE WITH Q. 28]
4. Almost every day [CONTINUE WITH Q. 28]
5. Every day [CONTINUE WITH Q. 28]
6. Pupils do not take formal tests [GO TO Q. 31]

28. What is your typical pattern of testing? Are all the pupils given the same test or are there group or individual differences in the tests which are used? [CIRCLE ONE ONLY]

(164)
1. Testing identical for entire class
2. Testing varies by groups
3. Testing varies by subgroups
4. Testing varies by pupil
5. Teacher uses no formal tests
6. Other [SPECIFY] (290) - list

29. How do you use the results of these tests? [CIRCLE ALL THAT APPLY]

(165) 1. For grading
(166) 2. To assess mastery
(167) 3. For diagnosis
(168) 4. For prescription
(169) 5. Other [SPECIFY] (291) - list

30. a. Do your students sometimes score their own (not each other's) quizzes or tests? [CIRCLE RESPONSE]

(170)
1. Yes [CONTINUE WITH Q. 30.b.]
2. No [GO TO Q. 31]

b. [USE TEACHER CARD M] How frequently does this occur? [CIRCLE ONE ONLY]

(171)
1. Rarely, as a special treat
2. Sometimes but not often
3. Fairly often
4. Almost every day
5. Every time

31. [USE TEACHER CARD N] On the average, when do you give feedback to students on their daily in-class assignments? [CIRCLE ONE ONLY]

(172)
1. Within several days
2. The next day
3. Sometimes the same day, but after the assignment is completed
4. Always the same day, but after the assignment is completed
5. While the student is working on the assignment
6. Other [SPECIFY] ____

32. a. Do any of your students receive additional, regularly scheduled math instruction from someone other than yourself? [CIRCLE RESPONSE]

(173)
1. Yes [CONTINUE WITH Q. 32.b.]
2. No [GO TO Q. 33]

b. Where does this additional, regularly scheduled math instruction take place? [CIRCLE ALL THAT APPLY]

(174) 1. Hallway
(175) 2. Cafeteria
(176) 3. Library
(177) 4. Area in the regular classroom
(178) 5. Another classroom
(179) 6. Resource room or other special learning room
(180) 7. Other [SPECIFY] (292) - list

c. [USE TEACHER CARD O] For what portion of the school year would a student typically receive the additional, regularly scheduled math instruction? [CIRCLE ONE ONLY]

(181)
1. One quarter of the school year or less
2. Two quarters
3. Three quarters
4. The entire school year
5. The duration is almost entirely dependent upon individual student needs and achievement

d. Now, by using the roster, help me to record the amount of time that students spend in this additional, regularly scheduled math instruction during a typical week. [RECORD NUMBER OF MINUTES PER WEEK ON STUDENT ROSTER] (Not Coded)

e. [USE TEACHER CARD P] How often, on the average, do you meet with the person responsible for this additional, regularly scheduled math instruction in order to discuss your pupils and their instruction? [CIRCLE ONE ONLY]

(182)
1. Once a month or less
2. Once every two weeks
3. Once a week
4. More than once a week but not every day
5. Every day

Code 6 (293) - list

f. What is usually being taught back in your classroom while these students are receiving additional, regularly scheduled math instruction? [CIRCLE ALL THAT APPLY]

(183) 1. Free period or study period
(184) 2. P.E. or recess
(185) 3. Art or Music
(186) 4. Math-related activity
(187) 5. Reading-related activity
(188) 6. Other [SPECIFY] (294) - list

33. a. [USE TEACHER CARD Q] How many of the students in your entire class and how many of the students receiving additional, regularly scheduled math instruction would fall into the categories provided? [RECORD NUMBERS OF STUDENTS]

CATEGORY	NUMBER IN ENTIRE CLASS	NUMBER RECEIVING ADDITIONAL REGULARLY SCHEDULED MATH INSTRUCTION
American Indian or Alaskan Native	(189)	(195)
Asian or Pacific Islander	(190)	(196)
Hispanic	(191)	(197)
Black, not of Hispanic origin	(192)	(198)
White, not of Hispanic origin	(193)	(199)
Other [SPECIFY] ______	(194)	(200)

34. [USE TEACHER CARD R] How would you evaluate the monitoring and support activities that are presently performed by your principal in the area of math instruction? [CIRCLE ONE ONLY]

227

1. Poor
2. Fair
3. Good
4. Very good
5. Excellent

Now I would like you to make some estimates as to how you have allocated your professional efforts during this current school year.

35. [USE TEACHER CARD S] For the student-contact time you have in math, estimate the percent of this student contact-time which is spent in each of the listed types of activities: [RECORD PERCENT FOR EACH]

	% of Student Contact Time
1. Testing (of any kind)	267
2. Instruction	268
3. Classroom management	269
4. Other [SPECIFY]________________	270
	100%

36 a. Estimate the number of hours and minutes per week that you are involved in instructional contact with students other than in reading and math. [RECORD TOTAL NUMBER OF MINUTES] 271

b. Considering activities such as recess, attendance, and lunchroom duty, estimate the number of hours and minutes per week that you are in non-instructional contact with students. [RECORD TOTAL NUMBER OF MINUTES] 272

37. Estimate the number of hours and minutes per week you spend on math and reading activities (such as grading homework or tests or planning) outside of regular working hours? [RECORD TOTAL NUMBER OF MINUTES FOR EACH]

Reading 273 Math 274

38. [USE TEACHER CARD T] Under your current contract, you have a certain number of working hours when you are not in scheduled contact with students. [PROVIDE AN ESTIMATE OF THE NUMBER OF SUCH HOURS FOR TEACHERS IN THIS SCHOOL DISTRICT.] This non-contact time would include time prior to the start of classes in fall, time after the close of classes in spring, time before students arrive each school day, time after students leave school each day, days or hours of in-service training, and other days when you are required to work and the students are not in school. Please estimate for the full school year how you use these working hours during which you are not in scheduled contact with students. [ENTER PERCENT FOR EACH]

ACTIVITIES CATEGORY	PERCENT OF TIME
a. Planning for math instruction	275
b. Planning for reading instruction	276
c. Receiving training for math instruction	277
d. Receiving training for reading instruction	278
e. Participating in decisions related to math instruction (such as selecting materials or tests, determining performance objectives, determining evaluation designs, etc.)	279
f. Participating in decisions related to reading instruction (such as selecting materials or tests, determining performance objectives, determining evaluation designs, etc.)	280
g. Performing other activities related to math instruction (such as grading papers, meeting with parents, etc.)	281
h. Performing other activities related to reading instruction (such as grading papers, meeting with parents, etc.)	282
i. All other non-contact activities [SPECIFY]________________	283
j. Total Time	100%

OMB NO. 051-S76037

APPROVAL EXPIRES 9/30/77

INSTRUCTIONAL DIMENSIONS STUDY

NATIONAL INSTITUTE OF EDUCATION

DATE____________________

SUPPLEMENTAL TEACHER INTERVIEW
(SPRING, MATH)

(FILL IN CODES BEFORE GOING TO CLASSROOM)

ID CODES ☐☐ ☐ ☐ ☐ ☐☐ ☐ 3 1 ☐☐☐☐ Δ Δ

1 3 4 5 6 8 9 11 15

Interviewer's Signature____________________

1. How many students receive instruction with you during the time you have the rostered students for math instruction? (1)

   a. How many children have transferred into this class during the school year? (251)

   b. How many children have transferred out of this class during this school year? (252)

2. How many of these students were present today for this math instruction? (2)

3. a. At what time does your instructional day begin? Amt. of instructional time/day

   b. At what time does your instructional day end? (minutes) (3)

   c. At what time do you stop work for lunch?__________

   d. At what time do you resume work after lunch?__________

   e. Record details on any regular weekly exceptions.__________

4. a. Do you group for math instruction? [CIRCLE RESPONSE]

   (4) 1. Yes [CONTINUE WITH Q.4.b.]

   2. No [GO TO Q. 5, 6, 7 and 8, THEN SKIP Q.9]

   b. How many math groups do you usually have? (5)

   c. Please tell me the names you use for the groups, and the usual number of pupils in each of the groups:

   Avg. Group Size: (6)

   Name of Group: (1)______ (2)______ (3)______ (4)______ (5)______

   Number of Pupils: (1)______ (2)______ (3)______ (4)______ (5)______

5. [USE TEACHER CARD A] Now I would like you to help me complete an instructional schedule chart. First, I would like you to tell me the number of persons in the various categories provided who are present during either the morning or afternoon math activity periods on any of the given days of the week. [RECORD NUMBER FOR EACH IN CORRESPONDING COLUMNS OF THE CHART ON THE FOLLOWING PAGE]

Questions with yes/no response:	Questions with all applicable responses circled or checked:	Questions with several responses ranked:
Yes = 1	Not circled or checked = 1	1 - 9 = Assigned to appropriate rank of 1 thru 9
No = 2	Circled or checked = 2	
NR = 0	N/A = 0	
		10 = Unranked or rank of 10.

Person-hours per week

a.	How many student teachers?	[COMPLETE Q. 5 AND Q. 6]	⑦	[RECORD NUMBER IN COLUMN 5.a.]
b.	How many aides?	[COMPLETE Q. 5, Q. 6 and Q. 7]	⑧	[RECORD NUMBER IN COLUMN 5.b.]
c.	How many parents?	[COMPLETE Q. 5 AND Q. 6]	9	[RECORD NUMBER IN COLUMN 5.c.]
d.	How many other adult volunteers?	[COMPLETE Q. 5 AND Q. 6]	10	[RECORD NUMBER IN COLUMN 5.d.]
e.	How many cross-age tutors?	[COMPLETE Q. 5 AND Q. 6]	11	[RECORD NUMBER IN COLUMN 5.e.]
f.	Other persons?	[COMPLETE Q. 5 AND Q. 6]	⑫	[RECORD NUMBER IN COLUMN 5.f.]

PERSONS PRESENT DURING INSTRUCTION

	5.a. STUDENT TEACHERS	5.b. AIDES	5.c. PARENT VOLUNTEERS	5.d. OTHER ADULT VOLUNTEERS	5.e. CROSS-AGE TUTORS	5.f. OTHERS
MON. A.M.						
MON. P.M.						
TUE. A.M.						
TUE. P.M.						
WED. A.M.						
WED. P.M.						
THURS. A.M.						
THURS. P.M.						
FRI. A.M.						
FRI. P.M.						

Now I would like you to refer to your card for examples of activities which are not to be considered math activities.

6. [USE TEACHER CARD A] For the entire class during a typical week, how many minutes are spent on these math activities in each of the math activity periods on each of the days of the week? [RECORD NUMBER]

⑬ ____________
Total Minutes Per Week

7. [IF AIDES ARE USED] For the aides you have mentioned, please provide the following information: [IF MORE THAN TWO AIDES ARE USED, SELECT THE TWO AIDES WHO SPEND THE MOST TIME WITH STUDENTS] [RECORD INFORMATION FOR EACH AIDE]

AIDE 1

a) How many minutes per week does this aide spend in the math classroom? [RECORD NUMBER] 253

b) Is the aide employed: [CIRCLE ONE ONLY]

254
1. Full-time
2. Half-time
3. Quarter-time
4. Other [SPECIFY] ____________

c) What is the aide's highest earned degree? [CIRCLE ONE ONLY]

255
1. High school degree only
2. High school degree plus college level credits
3. Bachelor's degree
4. Bachelor's degree plus credits toward a Master's degree
5. Master's degree
6. Master's degree plus credits toward a Ph.D. or Ed.D.
7. Other [SPECIFY] ____________

d) Is or has the aide been a certified teacher? [CIRCLE RESPONSE]

256
1. Yes
2. No

AIDE 2

a) How many minutes per week does this aide spend in the math classroom? [RECORD NUMBER] 257

b) Is the aide employed: [CIRCLE ONE ONLY]

258
1. Full-time
2. Half-time
3. Quarter-time
4. Other [SPECIFY] ____________

c) What is the aide's highest earned degree? [CIRCLE ONE ONLY]

259
1. High school degree only
2. High school degree plus college level credits
3. Bachelor's degree
4. Bachelor's degree plus credits toward a Master's degree
5. Master's degree
6. Master's degree plus credits toward a Ph.D. or Ed.D.
7. Other [SPECIFY] ____________

d) Is or has the aide been a certified teacher? [CIRCLE RESPONSE]

260
1. Yes
2. No

8. [USE TEACHER CARD B] For the persons mentioned in response to completing the chart (Q. 5) for math activities, please estimate the average number of minutes per week all of these persons together spend assisting you each week. [RECORD NUMBER FOR EACH CATEGORY]

ASSISTANCE CATEGORY	TOTAL AVERAGE MINUTES PER WEEK
a. Record keeping, administrative details, materials preparation	261
b. Supervision of and assistance with pupil seat-work, directed activities such as math games, etc.	262
c. Tutoring of individual pupils on a regular, formal basis	263
d. Direct teaching of formal groups and/or entire class	264
e. Other [SPECIFY] ____________	265
f. Total number minutes per week	266

9. a. Have your math groups kept the same memberships for the entire school year, or have you regrouped more than a few pupils during the year? [CIRCLE RESPONSE]

(24)
1. Stayed the same [GO TO Q. 10]
2. Regrouped [CONTINUE WITH Q. 9.b.]

b. [USE TEACHER CARD C] Approximately how often do you think you have regrouped? [CIRCLE ONE ONLY]

(25)
1. Less often than at three month intervals
2. Every 3 months
3. Every 2 months
4. Every 6 weeks
5. Once a month
6. Every 3 weeks
7. Every 2 weeks
8. Once a week
9. More often than once a week

10. a. Do you assign math homework? [CIRCLE RESPONSE]

(26)
1. Yes [CONTINUE WITH Q. 10.b.]
2. No [GO TO Q. 11]

b. On what basis do you make assignments? For example, the whole class might get the same assignment or there might be some differences in assignments? [CIRCLE ALL THAT APPLY]

(27) 1. To entire class [GO TO Q. 10.d.]
(28) 2. To groups [CONTINUE WITH Q. 10.c., THEN GO TO Q. 11]
(29) 3. To subgroups in these groups [GO TO Q. 10.d.]
(30) 4. To individual pupils [GO TO Q. 10.d.]
(31) 5. Other [GO TO Q. 10.d.] [SPECIFY] (284) - list

(32)
min/night
vg. pergroup

c. [IF HOMEWORK IS ASSIGNED BY GROUPS] Please estimate the average number of minutes per night students in each math group spend doing assigned homework.

Name of Group: (1)____ (2)____ (3)____ (4)____ (5)____

Number of Minutes: (1)____ (2)____ (3)____ (4)____ (5)____

d. [IF HOMEWORK IS NOT ASSIGNED BY GROUPS] Please estimate the average number of minutes per night students spend doing assigned homework. (33)

11. a. Is there a systematic way of assessing student progress or mastery of specific skills built into your math curriculum? [CIRCLE RESPONSE]

(89)
1. Yes [CONTINUE WITH Q. 11.b.]
2. No [GO TO Q. 12]

b. Do you usually use it? [CIRCLE RESPONSE]

(90)
1. Yes
2. No

12. a. What methods do you use to assess pupil mastery of specific skills in math? [CIRCLE ALL THAT APPLY]

(91) 1. Standardized test results
(92) 2. Curriculum-provided tests
(93) 3. Teacher-made tests
(94) 4. Review of in-class assignments
(95) 5. Review of homework
(96) 6. Completion of work units
(97) 7. Observation of work sample
(98) 8. Conference with specialist
(99) 9. Conference with pupil
(100) 10. Other [SPECIFY] (285) - list

b. Please rank the methods you have indicated that you use in terms of their importance in your assessment of mastery. [RECORD NUMBER OF RANK. MOST IMPORTANT WOULD BE "1", NEXT IN IMPORTANCE WOULD BE "2", ETC.]

(101) Standardized test results
(102) Curriculum-provided tests
(103) Teacher-made tests
(104) Review of in-class assignments
(105) Review of homework
(106) Completion of work units
(107) Observation of work sample
(108) Conference with specialist
(109) Conference with pupil
(110) Other [SPECIFY]____

13. a. Are the students self-paced in math? [CIRCLE RESPONSE]

111
1. Yes [CONTINUE WITH Q. 13.b.]
2. No [GO TO Q. 14]

b. Who is self-paced? [CIRCLE ONE ONLY]

112
1. A few pupils
2. Several pupils, but less than half the class
3. Many pupils, or about half the class
4. All or nearly all pupils

c. What amount of their total math is self-paced? [CIRCLE ONE ONLY]

113
1. Very little of it
2. Some of it
3. Most of it
4. All of it

d. Do you impose some deadlines for completion of materials? [CIRCLE RESPONSE]

114
1. Yes [CONTINUE WITH Q. 13.e.]
2. No [GO TO Q. 14]

e. Are these deadlines usually by reporting periods, monthly, weekly or daily? [CIRCLE ONE ONLY]

115
1. By reporting periods
2. Monthly
3. Weekly
4. Daily
5. Other [SPECIFY]____

14. If a child has been working for several days on a skill or concept in math and seems to be making no progress, what do you typically do? [CIRCLE ALL THAT APPLY]

116 1. Have child repeat content using different materials
117 2. Repeat the identical work material
118 3. Give extra homework
119 4. Give extra in-class assignments
120 5. Give one-to-one remedial instruction
121 6. Use curriculum-suggested remedial work
122 7. Depends completely upon the individual child
123 8. Continue on, planning to come back later
124 9. Consult with specialist
125 10. Nothing
126 11. Other [SPECIFY] 286 -list

15. [USE TEACHER CARD D] Rate your math curriculum according to how clear it is in telling you what the next unit (or chapter) of material should be at the completion of a unit (or chapter) of material. [CIRCLE ONE ONLY]

127
1. Poor
2. Fair
3. Good
4. Very good
5. Excellent

16. a. [USE TEACHER CARD E] To what extent do you follow the sequence that is suggested or implied in your main curriculum? [CIRCLE ONE ONLY]

128
1. Cover the material in almost exactly the sequence recommended (or as it appears)
2. Alter the sequence slightly
3. Alter the sequence moderately
4. Alter the sequence considerably
5. Do not use the recommended sequence at all

b. Is the sequence or order in which you present skills the same for all pupils? [CIRCLE RESPONSE]

(129)
1. Yes [GO TO Q. 17]
2. No [CONTINUE WITH Q. 16.c.]

c. How does the sequence vary? [CIRCLE ONE ONLY]

(130)
1. By groups
2. By subgroups
3. By individuals

17. [USE TEACHER CARD F] To what extent do you develop your own materials to replace the materials included or suggested in your basic curriculum package? [CIRCLE ONE ONLY]

(131)
1. Almost never
2. Rarely
3. Sometimes
4. Often
5. Almost always

18. [USE TEACHER CARD G] In general, how interesting do you think your students find the main published curriculum materials you use? (Exclude from consideration here those materials you make yourself. Consider format, layout, artwork, photographs, and so on, not exclusively content.) [CIRCLE ONE ONLY]

(132)
1. Very uninteresting
2. Somewhat uninteresting
3. Only slightly interesting
4. Fairly interesting
5. Very interesting

19. [USE TEACHER CARD H] Please estimate the percent of your instructional time which is spent in each of the following categories: [ENTER PERCENT NUMBER]

1. Giving instruction to the entire class ____ (133) %
2. Giving instruction to subgroups of 11 or more pupils ____ 134 %
3. Giving instruction to small groups of pupils (5-10 pupils) ____ 135 %
4. Giving instruction to 2-4 pupils at a time ____ 136 %
5. Giving one-to-one instruction or tutorial help ____ 137 %
6. Other [SPECIFY] ____ 138 %

100%

20. [USE TEACHER CARD I] In the past two weeks, what types of instructional materials have you used in math? [CIRCLE ALL THAT APPLY]

(139) 1. Basic text
140 2. Supplemental text
141 3. Library books
142 4. Audiotapes
143 5. Workbooks or worksheets
144 6. Instructional kits
145 7. Computer/CAI
146 8. Film strips
147 9. Films
148 10. Games
149 11. Manipulatives
150 12. Flash cards or work cards
(151) 13. Other [SPECIFY] ____ (287)-list

21. On a typical day, what would the pattern of daily assignments in your class look like? That is, would all pupils have the same assignment, would pupils in each group have the same assignment, etc. [CIRCLE ONE ONLY]

(152)
1. Assignments made to entire class
2. Assignments made to groups
3. Assignments made to subgroups
4. Assignments made to individual pupils
5. Other [SPECIFY] ____ (288)-list

22. a. Are there usually days, for instance one day a week, when this pattern of math assignments is quite different from the typical pattern you just described? [CIRCLE RESPONSE]

153
1. Yes [CONTINUE WITH Q. 22.b.]
2. No [GO TO Q. 23]

b. [USE TEACHER CARD J] How often does this occur? [CIRCLE ONE ONLY]

154
1. Only rarely, as a special occasion
2. Sometimes, but not often
3. Fairly often

c. On these days what would the pattern of assignments look like? That is, would all pupils have the same assignment, would pupils in each group have the same assignment, etc.? [CIRCLE ONE ONLY]

155
1. Assignments made to entire class
2. Assignments made to groups
3. Assignments made to subgroups
4. Assignments made to individual pupils
5. Other [SPECIFY] 289 -list

23. a. Do your students sometimes decide beside whom they will sit during math instruction? [CIRCLE RESPONSE]

156
1. Yes [CONTINUE WITH Q. 23.b.]
2. No [GO TO Q. 24]

b. [USE TEACHER CARD J] How frequently does this occur? [CIRCLE ONE ONLY]

157
1. Only rarely, as a special occasion
2. Sometimes, but not often
3. Fairly often
4. Almost everyday
5. All the time

24. a. Do your students sometimes decide whether they want to work alone or with others during math-related instruction? [CIRCLE RESPONSE]

158
1. Yes [CONTINUE WITH Q. 24.b.]
2. No [GO TO Q. 25]

b. [USE TEACHER CARD J] How frequently does this occur? [CIRCLE ONE ONLY]

159
1. Only rarely, as a special occasion
2. Sometimes, but not often
3. Fairly often
4. Almost every day
5. All the time

25. [USE TEACHER CARD K] How frequently is peer tutoring used in this classroom? [CIRCLE ONE ONLY]

160
1. Never
2. Rarely
3. Occasionally
4. Frequently
5. All the time

26. a. Do you sometimes use games or contests with your math class? [CIRCLE RESPONSE]

161
1. Yes [CONTINUE WITH Q. 26.b.]
2. No [GO TO Q. 27]

b. [USE TEACHER CARD L] How frequently does this occur? [CIRCLE ONE ONLY]

(162)
1. Once a month or less
2. Once every 2 weeks
3. Once or twice a week
4. Almost every day
5. Every day

27. [USE TEACHER CARD L] On the average, about how often does a student take a formal test? This includes any test other than initial placement tests and includes teacher-made tests. [CIRCLE ONE ONLY]

(163)
1. Once a month or less [CONTINUE WITH Q. 28]
2. Once every 2 weeks [CONTINUE WITH Q. 28]
3. Once or twice a week [CONTINUE WITH Q. 28]
4. Almost every day [CONTINUE WITH Q. 28]
5. Every day [CONTINUE WITH Q. 28]
6. Pupils do not take formal tests [GO TO Q. 31]

28. What is your typical pattern of testing? Are all the pupils given the same test or are there group or individual differences in the tests which are used? [CIRCLE ONE ONLY]

(164)
1. Testing identical for entire class
2. Testing varies by groups
3. Testing varies by subgroups
4. Testing varies by pupil
5. Teacher uses no formal tests
6. Other [SPECIFY] (290) list

29. How do you use the results of these tests? [CIRCLE ALL THAT APPLY]

(165) 1. For grading
166 2. To assess mastery
167 3. For diagnosis
168 4. For prescription
(169) 5. Other [SPECIFY] (291) list

30. a. Do your students sometimes score their own (not each other's) quizzes or tests? [CIRCLE RESPONSE]

(170)
1. Yes [CONTINUE WITH Q. 30.b.]
2. No [GO TO Q. 31]

b. [USE TEACHER CARD M] How frequently does this occur? [CIRCLE ONE ONLY]

(171)
1. Rarely, as a special treat
2. Sometimes but not often
3. Fairly often
4. Almost every day
5. Every time

31. [USE TEACHER CARD N] On the average, when do you give feedback to students on their daily in-class assignments? [CIRCLE ONE ONLY]

(172)
1. Within several days
2. The next day
3. Sometimes the same day, but after the assignment is completed
4. Always the same day, but after the assignment is completed
5. While the student is working on the assignment
6. Other [SPECIFY]

32. Now, let's discuss some other aspects of the math instruction provided for the students on this roster.

a. Where does the math instruction for these students take place? [CIRCLE ONE ONLY]

(174)

1. Hallway
2. Cafeteria
3. Library
4. Area in the regular classroom
5. Another classroom
6. Resource room or other special learning room
7. Other [SPECIFY] (292)-list

b. [USE TEACHER CARD O] For what portion of the school year will these students receive this math instruction? [CIRCLE ONE ONLY]

(181)

1. One quarter of the school year or less
2. Two quarters
3. Three quarters
4. The entire school year
5. The duration is almost entirely dependent upon individual student needs and achievement

c. [USE TEACHER CARD P] How often, on the average, do you meet with the person responsible for the regularly scheduled math instruction in order to discuss your pupils and their instruction? [CIRCLE ONE ONLY]

(182)

1. Once a month or less
2. Once every two weeks
3. Once a week
4. More than once a week but not every day
5. Every day

Code 6 (293) list

d. What is usually being taught back in the regular classroom while these students are receiving this additional, regularly scheduled math instruction? [CIRCLE ALL THAT APPLY]

183 1. Free period or study period
184 2. P.E. or recess
185 3. Art or Music
186 4. Math-related activity
187 5. Reading-related activity
188 6. Other [SPECIFY] (294) list

33. [USE TEACHER CARD Q] How many of the students on the roster for this class would fall into the categories provided? [RECORD NUMBERS OF STUDENTS]

CATEGORY	NUMBER RECEIVING THIS MATH INSTRUCTION
American Indian or Alaskan Native	195
Asian or Pacific Islander	196
Hispanic	197
Black, not of Hispanic origin	198
White, not of Hispanic origin	199
Other______	200

34. [USE TEACHER CARD R] How would you evaluate the monitoring and support activities that are presently performed by your principal in the area of math instruction? [CIRCLE ONE ONLY]

(233)
1. Poor
2. Fair
3. Good
4. Very good
5. Excellent

Now I would like you to make some estimates as to how you have allocated your professional efforts during this current school year.

35. [USE TEACHER CARD S] For the student-contact time you have in math, estimate the percent of this student contact-time which is spent in each of the listed types of activities: [RECORD PERCENT FOR EACH]

	% of Student Contact Time
1. Testing (of any kind)	267
2. Instruction	268
3. Classroom management	269
4. Other [SPECIFY] ______________	270
	100%

36 a. Estimate the number of hours and minutes per week that you are involved in instructional contact with students other than in reading and math. [RECORD TOTAL NUMBER OF MINUTES] (271)

b. Considering activities such as recess, attendance, and lunchroom duty, estimate the number of hours and minutes per week that you are in non-instructional contact with students. [RECORD TOTAL NUMBER OF MINUTES] (272)

37. Estimate the number of hours and minutes per week you spend on math and reading activities (such as grading homework or tests or planning) outside of regular working hours? [RECORD TOTAL NUMBER OF MINUTES FOR EACH]

Reading (273) Math (274)

38. [USE TEACHER CARD T] Under your current contract, you have a certain number of working hours when you are not in scheduled contact with students. [PROVIDE AN ESTIMATE OF THE NUMBER OF SUCH HOURS FOR TEACHERS IN THIS SCHOOL DISTRICT.] This non-contact time would include time prior to the start of classes in fall, time after the close of classes in spring, time before students arrive each school day, time after students leave school each day, days or hours of in-service training, and other days when you are required to work and the students are not in school. Please estimate for the full school year how you use these working hours during which you are not in scheduled contact with students. [ENTER PERCENT FOR EACH]

ACTIVITIES CATEGORY	PERCENT OF TIME
a. Planning for math instruction	275
b. Planning for reading instruction	276
c. Receiving training for math instruction	277
d. Receiving training for reading instruction	278
e. Participating in decisions related to math instruction (such as selecting materials or tests, determining performance objectives, determining evaluation designs, etc.)	279
f. Participating in decisions related to reading instruction (such as selecting materials or tests, determining performance objectives, determining evaluation designs, etc.)	280
g. Performing other activities related to math instruction (such as grading papers, meeting with parents, etc.)	281
h. Performing other activities related to reading instruction (such as grading papers, meeting with parents, etc.)	283
i. All other non-contact activities [SPECIFY] ______________	284
j. Total Time	100%

"OTHER RESPONSES" CODE LISTING CODING DIRECTIONS
ALL SPRING TEACHER INTERVIEWS (30, 31, 38, 39)

	QUESTIONS	RESPONSES
284	Q. $10.b_5$	5 = By groups which need remediation
285	Q. 12_{10}	1 = Objective or criterion reference test 2 = Local skills system, with tests 3 = Informal Reading Inventory (IRI) 4 = Local Skill Inventory
286	Q. 14_{11}	1 = Parent conferences 2 = Place in another group 3 = Check mastery at prior skill 4 = Peer tutoring 5 = Set up contract with student 6 = Conference with pupil 7 = Contact comp. ed. teacher
287	Q. 20_{13}	1 = System 80 2 = Records 3 = Hi Intensity 4 = Teacher-made booklets 5 = Rewards
288	Q. 21_5	5 = Equally to groups and individuals 6 = To entire class and groups 7 = To entire class and individuals 8 = To entire class, groups, and subgroups 9 = To entire class, subgroups, and individuals
289	Q. $22.c_5$	5 = Pupils choose own learning activities 6 = Work with both entire class and groups 7 = Special large group activity (not entire class) 8 = Assignment to all of the above (1-4) 9 = Individual conferences w/pupils A = Work w/subgroups and individuals B = To entire class, groups, and subgroups C = To entire class, subgroups, and individuals

	QUESTIONS	RESPONSES
290	Q. 28_6	6 = Testing varies by both groups and individuals 7 = Testing varies by subgroups and individuals 8 = Testing varies by entire class and groups 9 = Testing varies by entire class and individuals
291	Q. 29_5	5 = Regroup students 6 = Evaluate the diagnosis
292	Q. $32.b_7$ (Reg. only) Q. 32.a (Supp.)	7 = Reading Center 8 = Storage Room
293	Q. 32.c (Supp.) Q. 32.e (Reg.)	6 = Not at all (don't meet with reg. teacher)
294	Q. $32.f_6$	1 = Social studies, or social studies and science 2 = Other than reading or math 3 = Language arts 4 = Science 5 = Nothing 9 = Don't Know

SECTION III: MERGED TEACHER INTERVIEWS

Instrument	File Codes	Page
Merged Interview File: Regular		
First Grade	47/48	2
Third Grade	49/50	2
Merged Interview File: Supplemental		
First Grade	67/68	8
Third Grade	69/70	8
Description of All Functions Marked "X"	(Included in all above files)	14

In order that the information collected from teachers be representative of the whole year's instruction and be stable, interviews from each teacher were matched (fall-spring) and then combined into one file. Only those measures that were to be used in the analysis files were thus combined. These files, therefore, were used in the creation of the analysis files, Regular Classroom Teachers Master Analysis Files and Instructional Units Master Analysis Files.

Merged Interview File: Regular

(Fall-Spring Interviews)

Number	Measure	Source*
1	# students enrolled	A1
2	% students present (00-99)	A2
3	# minutes in school day	A3
4	# person-hours/week of parent and aide instructors	S8 + S9
5	# minutes/week in subject	S13
6	# minutes/night of homework	X (F26, S26 to S33)
7	# students transferring in	S 251
8	# students transferring out	S 252
9	degree of interest of materials with respect to (w.r.t.): ● main published curriculum materials (1-5)	A 132
10	number of modes of instruction (B)	AN 139-151
11	speed of correction on product (1-5)	X(F172, S172)
12	degree of peer tutoring (1-5)	A 160
13	degree of use of games and contests (0-5)	X(F161, F162, S161, S162)
14	degree of self-evaluation (0-5)	X(F170, F171, S170, S171)
	degree of self-management w.r.t:	
15	● seating (0-5)	X(F156, F157, S156, S157)
16	● working alone (0-5)	X(F158, F159, S158, S159)
17	# years of teaching experience	X(F221, F222)

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*Source explanation: A denotes averaging together Fall (F) and Spring (S), for example A1 = (F1 + S1)/2. F or S alone denotes sole source for the variable, for example S7 is taken from Spring Interview variable 7. N denotes a count of the frequency of times mentioned. X denotes a function too lengthy for the present purpose.

Number	Measure	Source
	placement procedures used by the teacher:	
18	• standardized test results (1-2)	F 34
19	• curriculum-provided tests (1-2)	F 35
20	• teacher-made tests (1-2)	F 36
21	• placement of child at end of previous year (1-2)	F 37
22	skip	
23	skip	
24	• observation of work sample (1-2)	F 40
25	• conference with specialist, specialist's recommendation (1-2)	X(F39, F41)
26	• conference with pupil (1-2)	F 42
27	• starts at beginning of material (1-2)	F 43
28	• wishes of child/parent; other (1-2)	X(F38, F44)
29	presence and use of curriculum-provided method to assess mastery (1-2)	X(F89, F90, S89, S90)
	how teacher assesses mastery:	
30	• standardized test results (1-2)	A(F91, S91)
31	• curriculum-provided tests (1-2)	A(F92, S92)
32	• teacher-made tests (1-2)	A(F93, S93)
33	• review of in-class assignments (1-2)	A(F94, S94)
34	• review of homework (1-2)	A(F95, S95)
35	• completion of work units (1-2)	A(F96, S96)
36	• observation of work sample (1-2)	A(F97, S97)
37	• conference with specialists (1-2)	A(F98, S98)
38	• conference with pupil (1-2)	A(F99, S99)
39	• other (1-2)	A(F100, S100)

Number	Measure	Source
	teacher-suggested alternative routes when difficulties encountered:	
40	• have child repeat content using different materials (1-2)	A(F116, S116)
41	• repeat the identical work material (1-2)	A(F117, S117)
42	• give extra homework (1-2)	A(F118, S118)
43	• give extra in-class assignments (1-2)	A(F119, S119)
44	• give one-to-one remedial instruction (1-2)	A(F120, S120)
45	• use curriculum-suggested remedial work (1-2)	A(F121, S121)
46	• depends completely upon the individual child (1-2)	A(F122, S122)
47	• continue on, planning to come back later (1-2)	A(F123, S123)
48	• consult with specialist (1-2)	A(F124, S124)
49	• nothing (1-2)	A(F125, S125)
50	• other (1-2)	A(F126, S126)
51	degree to which unique assignments are made to individual students (1-4)	X(F152 thru F155, S152 thru S155)
52	frequency of testing (1-6)	X(F163, S163)
53	degree to which testing varies by individual student (1-5)	X(F164, S164)
	use of tests with respect to (w.r.t.):	
54	• grading (1-2)	A(F165, S165)
55	• assessment of mastery (1-2)	A(F166, S166)
56	• diagnosis (1-2)	A(F167, S167)
57	• prescription (1-2)	A(F168, S168)
58	• other uses (1-2)	A(F169, S169)

Number	Measure	Source
59	clarity of sequence (1-5)	A(F127, S127)
60	extent to which teacher follows sequence (1-5)	A(F128, S128)
61	extent to which sequence varies within classroom (0-3)	X(F129, F130, S129, S130)
62	extent to which teacher creates supplemental materials to improve sequence (1-5)	A(F131, S131)
63	presence of self-pacing (0-16)	X(S111 through S113)
64	extent to which students must meet deadlines (0-4)	X(S114, S115)
	% time (00-99) spent in groups of:	
65	• entire class	A(F133, S133)
66	• subgroups of 11 or more	A(F134, S134)
67	• subgroups of 5-10	A(F135, S135)
68	• subgroups of 2-4	A(F136, S136)
69	• one-to-one	A(F137, S137)
70	• other groups	A(F138, S138)
71	# of groups	X(F4, F5, S4, S5)
72	average group size	X(F1, F4, F6, S1, S4, S6)
73	frequency of regrouping (0-9)	X(F4, F24, F25, S4, S24, S25)
74	# years of experience within district	X(F223, F224)
75	# years of experience within school	X(F225, F226)
76	highest level of formal education attained (1-8)	F201
	# hours (during past three years) in various training activities:	
77	• visits or demonstrations by others in the teacher's classroom	F203
78	• visiting or observing other teachers or aides in their classrooms	F204

Number	Measure	Source
79	• consultation with specialists or trainers, not in the classroom	F205
80	• videotapes of model teaching episodes	F206
81	• videotaping of the teachers or aides themselves in teaching episodes	F207
82	• workshops	F208
83	• materials mailed to the teacher or aide for his or her own use	F209
84	• courses for college credit	F210
	# hours (during past three years) in various content areas:	
85	• introduction of new instructional techniques	F211
86	• introduction of new content material	F212
87	• utilization of instructional equipment and material	F213
88	• measurement, evaluation, reporting, project planning, and design	F214
89	• general orientation to the philosophy of compensatory education, culture and personality of educationally disadvantaged children	F215
90	• types of learning disabilities	F216
91	• utilization of supporting services or utilization of other resources in the community	F217
92	• instruction in a foreign language	F218
93	teacher rating of amount of training received (0-3)	F219
94	teacher rating of quality of training received (0-5)	F220

Number	Measure	Source
95-99	Not Used	
100	presence of additional instruction (1-2)	A 173
101	whether room(s) other than the regular classroom teacher's room(s) used (1-2)	A 174-180
102	percent (000-100) of classroom receiving additional instruction	A 189-200
103	whether students receive instruction as an intact group (1-2)	X(Expanded Pupil Roster)
104	percent (000-100) of total instruction represented by additional instruction	(Expanded Pupil Roster, Interview, Principal Fact Sheet)
105	frequency of discussion between the regular instructor and additional teacher(s) (1-5)	A 182
106	Mainstream (1-2)	X(100, 101, 102, 104 above)
107	Supplemental, Intact (1-2)	X(100, 101, 102, 104 above)
108	Supplemental, Non-Intact (1-2)	X(100, 101, 102, 104 above)
109	Pullout, Intact (1-2)	X(100, 101, 102, 104 above)
110	Pullout, Non-Intact (1-2)	X(100, 101, 102, 104 above)

Merged Interview File: Supplemental

(Fall-Spring Interviews)

Number	Measure	Source*
1	# students enrolled	A1
2	% students present (00-99)	A2
3	# minutes in school day	A3
4	# person-hours/week of parent and aide instructors	S8 + S9
5	# minutes/week in subject	S13
6	# minutes/night of homework	X (F26, S26 to S33)
7	# students transferring in	S 251
8	# students transferring out	S 252
9	degree of interest of materials with respect to (w.r.t.): • main published curriculum materials (1-5)	A 132
10	number of modes of instruction (B)	AN 139-151
11	speed of correction on product (1-5)	X(F172, S172)
12	degree of peer tutoring (1-5)	A 160
13	degree of use of games and contests (0-5)	X(F161, F162, S161, S162)
14	degree of self-evaluation (0-5)	X(F170, F171, S170, S171)
	degree of self-management w.r.t:	
15	• seating (0-5)	X(F156, F157, S156, S157)
16	• working alone (0-5)	X(F158, F159, S158, S159)
17	# years of teaching experience	X(F221, F222)

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*Source explanation: A denotes averaging together Fall (F) and Spring (S), for example A1 = (F1 + S1)/2. F or S alone denotes sole source for the variable, for example S7 is taken from Spring Interview variable 7. N denotes a count of the frequency of times mentioned. X denotes a function too lengthy for the present purpose.

Number	Measure	Source
	placement procedures used by the teacher:	
18	• standardized test results (1-2)	F 34
19	• curriculum-provided tests (1-2)	F 35
20	• teacher-made tests (1-2)	F 36
21	• placement of child at end of previous year (1-2)	F 37
22	skip	
23	skip	
24	• observation of work sample (1-2)	F 40
25	• conference with specialist, specialist's recommendation (1-2)	X(F39, F41)
26	• conference with pupil (1-2)	F 42
27	• starts at beginning of material (1-2)	F 43
28	• wishes of child/parent; other (1-2)	X(F38, F44)
29	presence and use of curriculum-provided method to assess mastery (1-2)	X(F89, F90, S89, S90)
	how teacher assesses mastery:	
30	• standardized test results (1-2)	A(F91, S91)
31	• curriculum-provided tests (1-2)	A(F92, S92)
32	• teacher-made tests (1-2)	A(F93, S93)
33	• review of in-class assignments (1-2)	A(F94, S94)
34	• review of homework (1-2)	A(F95, S95)
35	• completion of work units (1-2)	A(F96, S96)
36	• observation of work sample (1-2)	A(F97, S97)
37	• conference with specialists (1-2)	A(F98, S98)
38	• conference with pupil (1-2)	A(F99, S99)
39	• other (1-2)	A(F100, S100)

Number	Measure	Source
	teacher-suggested alternative routes when difficulties encountered:	
40	• have child repeat content using different materials (1-2)	A(F116, S116)
41	• repeat the identical work material (1-2)	A(F117, S117)
42	• give extra homework (1-2)	A(F118, S118)
43	• give extra in-class assignments (1-2)	A(F119, S119)
44	• give one-to-one remedial instruction (1-2)	A(F120, S120)
45	• use curriculum-suggested remedial work (1-2)	A(F121, S121)
46	• depends completely upon the individual child (1-2)	A(F122, S122)
47	• continue on, planning to come back later (1-2)	A(F123, S123)
48	• consult with specialist (1-2)	A(F124, S124)
49	• nothing (1-2)	A(F125, S125)
50	• other (1-2)	A(F126, S126)
51	degree to which unique assignments are made to individual students (1-4)	X(F152 thru F155, S152 thru S155)
52	frequency of testing (1-6)	X(F163, S163)
53	degree to which testing varies by individual student (1-5)	X(F164, S164)
	use of tests with respect to (w.r.t.):	
54	• grading (1-2)	A(F165, S165)
55	• assessment of mastery (1-2)	A(F166, S166)
56	• diagnosis (1-2)	A(F167, S167)
57	• prescription (1-2)	A(F168, S168)
58	• other uses (1-2)	A(F169, S169)

Number	Measure	Source
59	clarity of sequence (1-5)	A(F127, S127)
60	extent to which teacher follows sequence (1-5)	A(F128, S128)
61	extent to which sequence varies within classroom (0-3)	X(F129, F130, S129, S130)
62	extent to which teacher creates supplemental materials to improve sequence (1-5)	A(F131, S131)
63	presence of self-pacing (0-16)	X(S111 through S113)
64	extent to which students must meet deadlines (0-4)	X(S114, S115)
	% time (00-99) spent in groups of:	
65	• entire class	A(F133, S133)
66	• subgroups of 11 or more	A(F134, S134)
67	• subgroups of 5-10	A(F135, S135)
68	• subgroups of 2-4	A(F136, S136)
69	• one-to-one	A(F137, S137)
70	• other groups	A(F138, S138)
71	# of groups	X(F4, F5, S4, S5)
72	average group size	X(F1, F4, F6, S1, S4, S6)
73	frequency of regrouping (0-9)	X(F4, F24, F25, S4, S24, S25)
74	# years of experience within district	X(F223, F224)
75	# years of experience within school	X(F225, F226)
76	highest level of formal education attained (1-8)	F201
	# hours (during past three years) in various training activities:	
77	• visits or demonstrations by others in the teacher's classroom	F203
78	• visiting or observing other teachers or aides in their classrooms	F204

Number	Measure	Source
79	• consultation with specialists or trainers, not in the classroom	F205
80	• videotapes of model teaching episodes	F206
81	• videotaping of the teachers or aides themselves in teaching episodes	F207
82	• workshops	F208
83	• materials mailed to the teacher or aide for his or her own use	F209
84	• courses for college credit	F210
	# hours (during past three years) in various content areas:	
85	• introduction of new instructional techniques	F211
86	• introduction of new content material	F212
87	• utilization of instructional equipment and material	F213
88	• measurement, evaluation, reporting, project planning, and design	F214
89	• general orientation to the philosophy of compensatory education, culture and personality of educationally disadvantaged children	F215
90	• types of learning disabilities	F216
91	• utilization of supporting services or utilization of other resources in the community	F217
92	• instruction in a foreign language	F218
93	teacher rating of amount of training received (0-3)	F219
94	teacher rating of quality of training received (0-5)	F220

Number	Measure	Source
95	yrs. experience teaching supplemental	F 227, 228
97-110	Not used	

Description of Computations Involved for All Functions Marked "X"[1]

Number	Computations[2]
6	F26 = No and $\underline{6}$ set to zero. F26 = Yes and data not used. S26 = No and $\underline{6}$ set to zero. S26 = Yes, and $\underline{6}$ set to the average of S32 and S33 (if both non-zero) or to the value of S32 or S33, whichever was non-zero.
11	172 = 6 and data not used 172 $\geq$ 1 and $\leq$ 5, and $\underline{11}$ set to value given
13	161 = No and $\underline{13}$ set to zero. 161 = Yes and $\underline{13}$ set to value given for 162.
14	170 = No and $\underline{14}$ set to zero 170 = Yes and $\underline{14}$ set to value given for 171.
15	156 = No and $\underline{15}$ set to zero. 156 = Yes and $\underline{15}$ set to value given for 157.
16	158 = No and $\underline{16}$ set to zero. 158 = Yes and $\underline{16}$ set to value given for 159.
17	$\underline{17}$ = F221 + (0.5 x 222)
25	$\underline{25}$ set to 2 if F39 and F41 are yes. $\underline{25}$ set to 1 (no) if F30 and/or F41 are no.

---

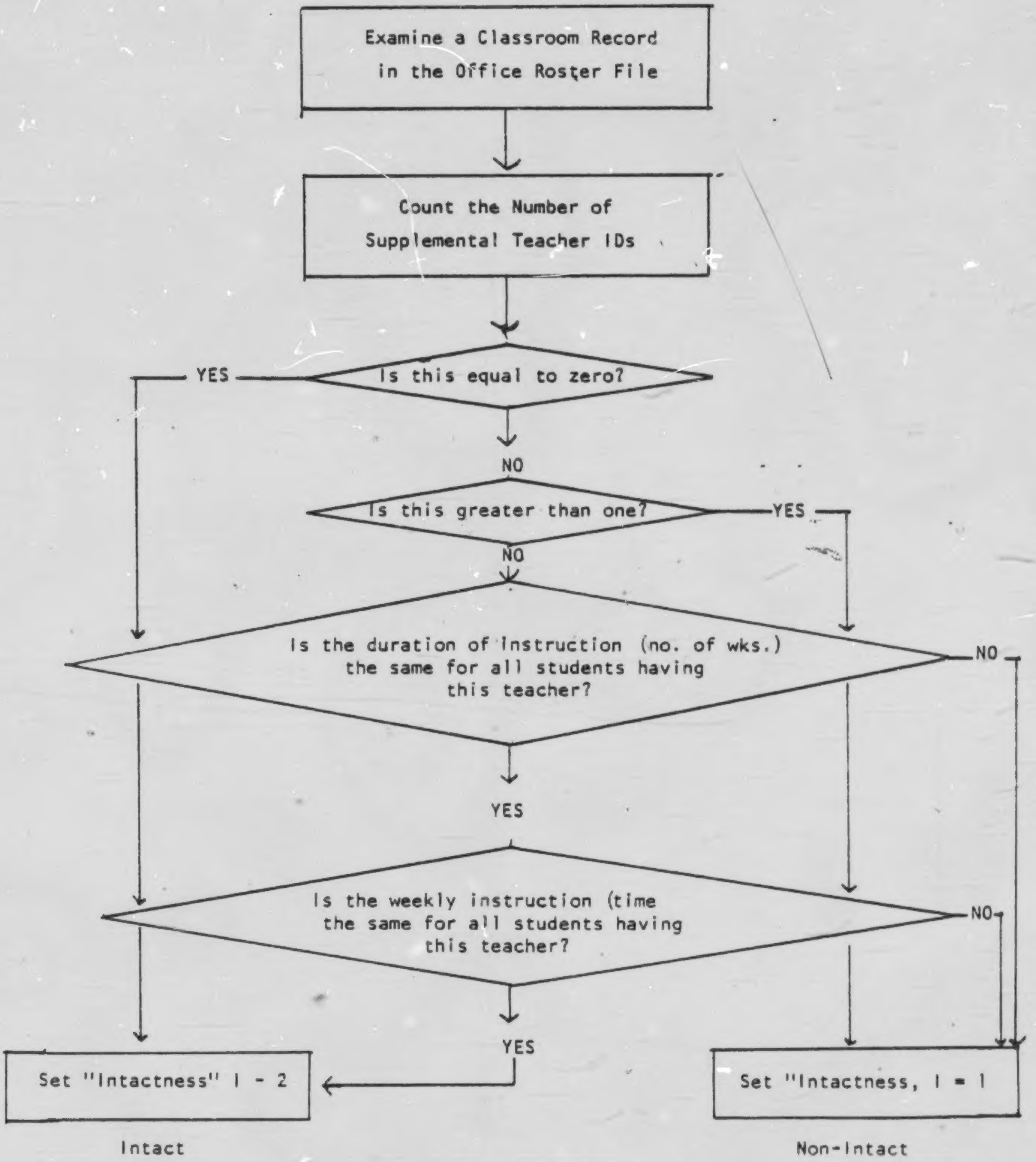
[1] Unless indicated, all results were averaged across the Fall and Spring Interview.

[2] In the computations column, all underlined numbers are numbers on the Merged Interview Files. Numbers not underlined are measure numbers that are circled on the actual interviews.

Number	Computations
28	28 set to 2 if F38 and F44 are yes. 28 set to 1 (No) if F38 and/or F44 are no.
29	29 set to 1 (No) if 89 = No and if 89 = Yes but 90 = No. 29 set to 2 (Yes) if 89 = Yes and if 90 = Yes.
51	Response 5 to 152 was deleted for all. If 153 = No, 51 set to value given for 152. If 153 = Yes, 51 set to a weighted average value: 154 = 1 and weights = 5% and 95% 154 = 2 and weights = 10% and 90% 154 = 3 and weights = 20% and 80% For the 3 values of 154, the first weights listed were the weights for 155 and the second weights listed were used for 152.
52	For all, response 6 for 163 were changed to 1 and responses 2 through 5 increased by one, thus, a value of 6 for 52 represented daily testing.
53	For all, a 6 response to 164 was deleted. Responses = 5 were set to 1 (no tests) and all responses 1 through 5 increased by 1. Thus, a value of 5 for 53 represented 'testing varies by pupil.'
61	If 129 = Yes, 61 set to 0. If 120 = No, 61 set to value given for 130.
62	If 111 = No, 63 set to 0. If 111 = Yes, 63 set to the product of 112 and 113. Thus, 16 equals all pupils are self-paced for all of their instruction.

Number	Computations
64	All 5 responses to 115 were deleted. If 114 = No, 64 set to zero If 114 = Yes, 64 set to a response to 115, if< 5
71	If 4 = No, 71 set to one If 4 = Yes, 71 set to value given for 5.
72	If 4 = No, 72 set to measure 1, class enrollment. If 4 = Yes, 72 set to value given for 6.
73	If 4 = No, 73 set to zero. If 4 = Yes and 24 = 0, 73 set to zero. If 4 = Yes, and 24 = Yes, 73 set to the value given for 25.
74	F223 + (0.50 * F224)
75	F225 + (0.50 * F226)
95	F227 + (0.50 * F228)
103	This was developed from the Office Roster, File 01. See the flow chart on page 17 for the procedures.
104	This was developed from the Office Roster, Items 1 and 6 of the F/S Teacher Interviews and the length of the school year, as given in the Principal Fact Sheet. See page 18 for the computations.
105	105 set to value given for 182. No responses were omitted from the averaging process. Where 173 = No, a scale value of 5 was assumed (equivalent to the regular teachers talking to him or herself most frequently).

Flow Chart for "Intactness", Measure 103


Examine a Classroom Record in the Office Roster File
Count the Number of Supplemental Teacher IDs
Is this equal to zero?
YES
NO
Is this greater than one?
YES
NO
Is the duration of instruction (no. of wks.) the same for all students having this teacher?
NO
YES
Is the weekly instruction (time the same for all students having this teacher?
NO
YES
Set "Intactness" I - 2
Set "Intactness, I = 1
Intact
Non-Intact

Calculation of Percent of Total Instruction Represented by Additional Instruction, Measure 104

1. Total Minutes of Regular Instruction Weekly (Entire Classroom)
   $M(1) * M(5)$

2. Total Minutes of Additional Instruction Weekly (Entire Classroom, Adjusted for Limited Durations)

   From Roster: Let d_i = duration (wks) only up through testing of supplemental instruction of the ith student.

   t_i = weekly (minutes) of supplemental instruction of ith student.

   D = # days in school year from Principal Fact Sheet

   T_i = weekly (adjusted for limited duration) minutes of additional instruction for the ith student

   T = total minutes of additional instruction weekly (adjusted for limited duration) for the entire classroom

   Then $T_i = (d_i * t_i) / (D / 5)$

   and $$T = \sum_{i=1}^{N} Ti = \frac{\sum_{i=1}^{N} (d_i * t_i)}{(D/5)}$$

   Where n = either the number of students in the classroom or 40, the length of the Roster Record, since zero supplemental situations do not affect the summing process.

3. Percent of Total Instruction Represented by Additional Instruction, P

   $$P = [(T / (T + (M(1) * M(5)))] * 100$$

SECTION IV: PRINCIPAL AND DISTRICT ADMINISTRATOR INSTRUMENTS

Interview	File and Instrument Code	Page
Principal Interview and Appendices	53	2
Principal Fact Sheet	54	15
School Building Program Report*	55	18
District Interview and Appendices	56	26
District Fact Sheet	57	42
District Program Report*	58	44
Cost File*	99	54

All instruments administered in the field were given one time, generally in the late fall. Those transcribed by study staff were compiled in the spring. The major purpose of these instruments was to provide descriptive information on participating districts and schools concerning regular and compensatory education. One measure from file 54 was used in the analysis files, however. Also, information from files 55, 58, the Spring Interview Files and other instruments was used to create the cost file. Information from the cost file was entered into both analysis files.

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* Transcribed by Study Staff.

OMB NO. 051-S76037

APPROVAL EXPIRES 9/30/77

PRINCIPAL INTERVIEW

INSTRUCTIONAL DIMENSIONS STUDY

DATE____________________

(FILL IN CODES BEFORE GOING TO INTERVIEW.)

ID CODES ☐☐ ☐ △ △ △△ △ 5 3 ☐☐☐☐ △△

1 3 4 5 6 8 9 11 15

Interviewer's Signature:______________________________

First, I am going to ask you about your funding sources for the different supportive services and instructional areas in your compensatory education program. We know, of course, that you receive assistance through Title I of the Elementary and Secondary Education Act. We are also interested in finding out other sources of funds for economically and/or educationally disadvantaged children, particularly through state-funded programs.

1. a. Do you receive funds through a State, County, or Local Compensatory Education Program for supportive services and instruction for economically and/or educationally disadvantaged children? [CIRCLE RESPONSE]

① 1. Yes [CONTINUE WITH Q.1.b.]
2. No [GO TO Q.2]

b. What is the name of the State, County, or Local Compensatory Education Program? [SPECIFY]

② ____

____

2. [USE CARD A] Which of these instructional areas in your compensatory education program in this school are funded, all or in part, by Title I funds, other Federal funds, State Compensatory Education funds, or other kinds of funds? [CIRCLE ALL THAT APPLY]

	INSTRUCTIONAL AREAS	Title I Funds	Other Federal Funds	State Comp Ed Funds	Other Kinds Of Funds [SPECIFY]______
a.	Pre-school/kindergarten readiness activities	[T] ③	[F] ④	[S] ⑤	[O] ⑥
b.	Follow-Through Program	[T] ⑦	[F] ⑧	[S] ⑨	[O] ⑩
c.	Music/art	[T] ⑪	[F] ⑫	[S] ⑬	[O] ⑭
d.	Instruction in health and/or nutrition	[T] ⑮	[F] ⑯	[S] ⑰	[O] ⑱
e.	General enrichment	[T] ⑲	[F] ⑳	[S] ㉑	[O] ㉒
f.	Remedial/corrective reading	[T] ㉓	[F] ㉔	[S] ㉕	[O] ㉖
g.	Mathematics	[T] ㉗	[F] ㉘	[S] ㉙	[O] ㉚
h.	Science	[T] ㉛	[F] ㉜	[S] ㉝	[O] ㉞

[MORE]

Questions with yes/no response:

Yes = 1
No = 2
NR = 0

Questions with all applicable responses circled or checked:

Not circled or checked = 1
Circled or checked = 2
N/A = 0

Questions with several responses ranked:

1 - 9 = Assigned to appropriate rank of 1 thru 9
10 = Unranked or rank of 10

2. (CONTINUED)

	INSTRUCTIONAL AREAS	Title I Funds	Other Federal Funds	State Comp Ed Funds	Other Kinds Of Funds [SPECIFY]__________
i.	Social/cultural studies	[T]㉟	[F]㊱	[S]㊲	[O]㊳
j.	English-as-a-second-language	[T]㊴	[F]㊵	[S]㊶	[O]㊷
k.	Special education/learning disabilities	[T]㊸	[F]㊹	[S]㊺	[O]㊻
l.	Language arts/communication skills [ASK Q.3]	[T]㊼	[F]㊽	[S]㊾	[O]㊿

ASK Q.3 ONLY IF Q.2.l. [LANGUAGE ARTS/COMMUNICATION SKILLS] IS CODED

3. a. Is some of your compensatory education reading instruction conducted as a distinct program which is separated from the language arts/communication skills program? [CIRCLE RESPONSE]

(51) {1. Yes [CONTINUE WITH Q.3.b.]
{2. No [CROSS OUT CODE FOR Q.2.F.] [GO TO Q.4]

b. Please explain how the reading program is conducted as a distinct program. [SPECIFY]

(52)
____
____

4. [USE CARD 9] Which of these supportive services in the compensatory education program in this school are funded, all or in part, by Title I funds, other Federal funds, State Compensatory Education funds, or other kinds of funds? [CIRCLE ALL THAT APPLY]

	SUPPORTIVE SERVICES	Title I Funds	Other Federal Funds	State Comp Ed Funds	Other Kinds Of Funds [SPECIFY]__________
a.	Counseling, psychological, diagnostic, psychiatric, or social work services	[T](53)	[F](54)	[S](55)	[O](56)
b.	Mental, dental, or speech and hearing therapy	[T](57)	[F](58)	[S](59)	[O](60)
c.	Transportation	[T](61)	[F](62)	[S](63)	[O](64)
d.	Food services, clothing	[T](65)	[F](66)	[S](67)	[O](68)
e.	Library	[T](69)	[F](70)	[S](71)	[O](72)
f.	Other	[T](73)	[F](74)	[S](75)	[O](76)

Next, I am going to ask you about the participation of children in particular programs. First, I would like to know how students are selected for Title I programs in your school building. I would like to find out the process by which you determine which students need the special help provided by Title I funds, and, then, what criteria you use to select students to participate in the Title I activities.

5. Do you use any of the following measures to determine which children need the special instruction or supportive services provided by the Title I program? [CIRCLE ALL THAT APPLY]

(77) 1. Standardized achievement test scores (ASK A)
(78) 2. Economic criteria.....................(ASK B)
(79) 3. Teacher judgment......................(ASK C)
(80) 4. Other criteria........................(ASK D)

5. (CONTINUED)

A. IF "STANDARDIZED ACHIEVEMENT TEST SCORES" ARE USED, ASK: Which standardized achievement test or tests are used? [ENTER NAMES OF TESTS]

1) (81)
2) (82) See APPENDIX A
3) (83)
4) (84)

B. IF "ECONOMIC CRITERIA" ARE USED, ASK: What economic criteria are used? [SPECIFY]

1) (85)
2) (86) See APPENDIX B
3) (87)
4) (88)

C. IF "TEACHER JUDGMENTS" ARE USED, ASK: What kinds of teacher judgments are used? [SPECIFY]

1) (89)
2) (90) See APPENDIX C
3) (91)
4) (92)

D. IF "OTHER CRITERIA" ARE USED, ASK: What are the other criteria used? [SPECIFY]

1) (93)
2) (94) See APPENDIX D
3) (95)
4) (96)

6. Altogether, how many children in this school have been determined to need the compensatory education instruction or supportive services offered by this year's Title I program? [ENTER NUMBER]

(97)

7. How many children in this school are eligible for Title I funds but are not currently participating in the Title I program? [IF NONE, RECORD A ZERO AND GO TO Q.9]

(98)

(99): PERCENT OF ELIGIBLE CHILDREN THAT ARE NOT PARTICIPATING

8. Which of the following measures are used in this school to determine which of these children actually will participate in this year's Title I program? [CIRCLE ALL THAT APPLY]

(100) 1. Standardized achievement test scores [ASK A & B]
(101) 2. Economic criteria.................... [ASK C & D]
(102) 3. Teacher judgment..................... [ASK E]
(103) 4. Other criteria....................... [ASK F & G]

A. & B. IF "STANDARDIZED ACHIEVEMENT TEST SCORES" ARE USED, ASK:

A. Which standardized achievement test or tests are used? [ENTER NAMES OF TESTS]	B. FOR EACH TEST LISTED, ASK: What is the cut-off point? (PROBE IF NECESSARY: For example, a program might accept students who are more than one year below grade level as measured by one of these tests.) [SPECIFY]
1) (104)	1) (108)
2) (105) See APPENDIX A	2) (109)
3) (106)	3) (110)
4) (107)	4) (111)

3. (CONTINUED)

C.& D. IF "ECONOMIC CRITERIA" ARE USED, ASK:

C.	D.
What economic criteria are used? [SPECIFY]	FOR EACH KIND OF ECONOMIC CRITERION LISTED, ASK: What is the cut-off point? (PROBE IF NECESSARY: For example, it might be decided that all students from families whose yearly income are below $3,000 will participate in the Title I program.) [SPECIFY]
1) 112	1) 116
2) 113 See APPENDIX B	2) 117
3) 114	3) 118
4) 115	4) 119

E. IF "TEACHER JUDGMENTS" ARE USED, ASK: What kinds of teacher judgments are used? [SPECIFY]

1) 120
2) 121 See APPENDIX C
3) 122
4) 123

F.& G. IF "OTHER CRITERIA" ARE USED, ASK:

F.	G.
What are the other criteria used? [SPECIFY]	FOR EACH CRITERION LISTED, IF APPLICABLE ASK: What is the cut-off point? [SPECIFY]
1) 124	1) 128
2) 125 See APPENDIX D	2) 129
3) 126	3) 130
4) 127	4) 131

IF THE SCHOOL DOES NOT RECEIVE FUNDS FROM A STATE, COUNTY, OR LOCAL COMP ED PROGRAM, GO TO Q.13.

We would also like to find out the process by which you determine which students need the special help provided by State, County, or Local Compensatory Education Funds and, then, what criteria you use to select students to participate in the State, County, or Local Compensatory Education program?

9. Do you use any of the following measures in this school to determine which children need the special instruction or supportive services provided by the State, County, or Local Compensatory Education program? [CIRCLE ALL THAT APPLY]

132 1. Standardized achievement test scores [ASK A]
133 2. Economic criteria.....................[ASK B]
134 3. Teacher judgment.....................[ASK C]
135 4. Other criteria.......................[ASK D]

9. (CONTINUED)

A. IF "STANDARDIZED ACHIEVEMENT TEST SCORES" ARE USED, ASK: Which standardized achievement test or tests are used? [ENTER NAMES OF TESTS]

1) (136)
2) (137) See APPENDIX A
3) (138)
4) (139)

B. IF "ECONOMIC CRITERIA" ARE USED, ASK: What economic criteria are used? [SPECIFY]

1) (140)
2) (141) See APPENDIX B
3) (142)
4) (143)

C. IF "TEACHER JUDGMENTS" ARE USED, ASK: What kinds of teacher judgments are used? [SPECIFY]

1) (144)
2) (145) See APPENDIX C
3) (146)
4) (147)

D. IF "OTHER CRITERIA" ARE USED, ASK: What are the other criteria used? [SPECIFY]

1) (148)
2) (149) See APPENDIX D
3) (150)
4) (151)

10. Altogether, how many children in this school have been determined to need the compensatory education instruction or supportive services offered by this year's State, County, or Local Compensatory Education program? [ENTER NUMBER]

(152)

11. How many children in this school are eligible for State, County, or Local Compensatory Education funds but are not currently participating in this Compensatory Education program? [IF NONE, ENTER A ZERO AND GO TO Q.13]

(153)

12. Which of the following measures are used to determine which of these children will actually participate in this year's State, County, or Local Compensatory Education program? [CIRCLE ALL THAT APPLY]

(154) 1. Standardized achievement test scores [ASK A & B]
(155) 2. Economic criteria....................[ASK C & D]
(156) 3. Teacher judgment.....................[ASK E]
(157) 4. Other criteria.......................[ASK F & G]

A. & B. IF "STANDARDIZED ACHIEVEMENT TEST SCORES" ARE USED, ASK:

A.	B.
Which standardized achievement test or tests are used? [ENTER NAMES OF TESTS]	FOR EACH TEST LISTED, ASK: What is the cut-off point? (PROBE IF NECESSARY: For example, a program might accept students who are more than one year below grade level as measured by one of these tests.) [SPECIFY]
1) (158)	1) (162)
2) (159) See APPENDIX A	2) (163)
3) (160)	3) (164)
4) (161)	4) (165)

12. (CONTINUED)

C. & D. IF "ECONOMIC CRITERIA" ARE USED, ASK:

C. What economic criteria are used? [SPECIFY]	D. FOR EACH KIND OF ECONOMIC CRITERION LISTED, ASK: What is the cut-off point? (PROBE IF NECESSARY: For example, it might be decided that all students from families whose yearly income are below $3,000 will participate in the program.) [SPECIFY]
1) (166) See APPENDIX B	1) (170)
2) (167)	2) (171)
3) (168)	3) (172)
4) (169)	4) (173)

E. IF "TEACHER JUDGMENTS" ARE USED, ASK: What kinds of teacher judgments are used? [SPECIFY]

1) (174) See APPENDIX C
2) (175)
3) (176)
4) (177)

F. & G. IF "OTHER CRITERIA" ARE USED, ASK:

F. What are the other criteria used? [SPECIFY]	G. FOR EACH CRITERION LISTED, IF APPLICABLE, ASK: What is the cut-off point? [SPECIFY]
1) (178) See APPENDIX D	1) (182)
2) (179)	2) (183)
3) (180)	3) (184)
4) (181)	4) (185)

Next, we would like to ask you for information about the reading and mathematics programs in your school. First, we would like to refer to this roster [SHOW ROSTER OF TEACHER NAMES] to ensure that we are discussing the same teachers. The next few questions will be asked about each of these teachers separately.

13. We are interested in how the teachers who provide instruction to compensatory education students in this school were selected. [SHOW CARD C]. Please tell me which of the listed means of selection applies to each teacher. Let's start with [GIVE TEACHER'S NAME].
[ENTER TEACHER NAME LIGHTLY IN PENCIL ABOVE EACH COLUMN] [ENTER UNIQUE TEACHER ID LATER]
[PLACE A CHECK MARK IN EACH BOX TO INDICATE YES] [PLACE DK IN EACH BOX TO INDICATE DON'T KNOW]

a.	Teacher simply volunteered	(186)	(189)	(192)	(195)	(198)	(201)
b.	Teacher was selected by district personnel. [ASK Q.13. e.-i.]	(187)	(190)	(193)	(196)	(199)	(202)
c.	Teacher was selected by me (or by a preceding principal) [ASK Q.13. e.-i.]	(188)	(191)	(194)	(197)	(200)	(203)
d.	Other [SPECIFY] [ASK Q.13. e.-i.] ________						

13. (CONTINUED)

IF TEACHER WAS SELECTED, ASK: What criteria were used in the selection of the teacher? [ASK Q.13 e.-i.] [PLACE A CHECK MARK IN EACH BOX TO INDICATE YES]

e.	Extended experience in teaching	204	209	214	219	224	229
f.	Extended experience in teaching economically and/or educationally disadvantaged children	205	210	215	220	225	230
g.	Amount of academic training in reading and/or math	206	211	216	221	226	231
h.	Amount of academic training in compensatory education	207	212	217	222	227	232
i.	Other [SPECIFY] ________________	208	213	218	223	228	233

14. From September 1975 to September 1976, were there any planning meetings on the school building or subdistrict level that included planning of the first- and third-grade reading and math activities for the compensatory education program? By planning, we mean a process involving the review of program goals, establishment of objectives and the development of program policies and procedures for the current year [CIRCLE RESPONSE FOR EACH]

a. READING

234
1. Yes [CONTINUE WITH Q.14.c.]
2. No [GO TO Q.18]

b. MATH

235
1. Yes [CONTINUE WITH Q.14.c.]
2. No [GO TO Q.18]

c. Between those dates, about how many of these planning meetings were held concerning compensatory education reading? Concerning compensatory education math? [ENTER NUMBER FOR EACH]

READING ____236____

MATH ____237____

15. Did you participate in any of these planning meetings in which the compensatory education program in reading was planned? In which compensatory education in math was planned? [CIRCLE RESPONSE FOR EACH]

a. READING

238
1. Yes [CONTINUE WITH Q.15.c.]
2. No [GO TO Q.18]

b. MATH

239
1. Yes [CONTINUE WITH Q.15.c.]
2. No. [GO TO Q.18]

c. Between September 1975 and 1976, about how many of these planning meetings did you attend in which compensatory education program in reading was planned? In which the compensatory education program in math was planned? [ENTER NUMBER FOR EACH]

READING ____240____

MATH ____241____

16. [USE CARD D] Did any of these planning meetings in which the compensatory reading and math programs were planned include as participants the following persons: [CIRCLE RESPONSE FOR EACH]

	PERSONNEL	READING		MATH	
		Yes	No	Yes	No
a.	Regular classroom teachers	1 (242)	2	1 (243)	2
b.	Specialists in reading or math	1 (244)	2	1 (245)	2
c.	Title I teachers	1 (246)	2	1 (247)	2
d.	Administrators	1 (248)	2	1 (249)	2
e.	Other Specialists	1 (250)	2	1 (251)	2
f.	Aides	1 (252)	2	1 (253)	2
g.	Parents (who are not staff members)	1 (254)	2	1 (255)	2
h.	Others (SPECIFY) ____________________	1 (256)	2	1 (257)	2

17. [USE CARD E] At these planning meetings in which the compensatory education programs in reading (math) were planned, how often were each of these topics discussed? [CIRCLE RESPONSE FOR EACH]

	ACTIVITIES	READING			MATH		
		Often	Some-times	Never	Often	Some-times	Never
a.	Needs assessment	3	2 (258)	1	3	2 (259)	1
b.	Goal setting	3	2 (260)	1	3	2 (261)	1
c.	Evaluation	3	2 (262)	1	3	2 (263)	1
d.	Teaching techniques and approaches	3	2 (264)	1	3	2 (265)	1
e.	Budget considerations	3	2 (266)	1	3	2 (267)	1
f.	Parent participation	3	2 (268)	1	3	2 (269)	1
g.	Coordination between regular classroom teachers of compensatory education students and compensatory education teachers who also work with these same students	3	2 (270)	1	3	2 (271)	1
h.	Pre- or in-service compensatory education training	3	2 (272)	1	3	2 (273)	1
i.	Curriculum planning	3	2 (274)	1	3	2 (275)	1

18. On a slightly different topic, I would like to ask you about staff meetings. By staff meetings, we mean meetings involving the entire staff, or groups of, or teams of staff members. Between September 1975 and September 1976, were any such staff meetings held at this school? [CIRCLE RESPONSE]

(276)
1. Yes [CONTINUE WITH Q.18.A.]
2. No [GO TO Q.19]

A. Between September 1975 and September 1976, were the reading or math activities of this school's compensatory education program included in the agenda for any of these meetings? [CIRCLE RESPONSE FOR EACH]

a. READING

(277)
1. Yes [CONTINUE WITH Q.18.B.-C.]
2. No [GO TO Q.19]

b. MATH

(278)
1. Yes [CONTINUE WITH Q.18.B.-C.]
2. No [GO TO Q.19]

18. (CONTINUED)

B. Between September 1975 and September 1976, how many staff meetings were held at this school at which compensatory education reading and math activities at the first- and third-grade levels were on the agenda? [ENTER NUMBER FOR EACH]

a. READING 279

b. MATH 280

C. [USE CARD F] Did any of these staff meetings in which comp ed reading and math activities were discussed include as participants any of the persons listed? [CIRCLE RESPONSE FOR EACH]

	PERSONNEL	READING		MATH	
		Yes	No	Yes	No
a.	Regular classroom teachers	1 281	2	1 282	2
b.	Specialists in reading or math	1 283	2	1 284	2
c.	Title I teachers	1 285	2	1 286	2
d.	Administrators	1 287	2	1 288	2
e.	Other specialists	1 289	2	1 290	2
f.	Aides	1 291	2	1 292	2
g.	Parents (who are not staff members)	1 293	2	1 294	2
h.	Others [SPECIFY] ______________	1 295	2	1 296	2

19. We are also interested in pre- or in-service training in reading and mathematics which was conducted for the teachers or for the teachers aides. From September 1975 to September 1976, was any pre-service or in-service training in reading or mathematics conducted for the regular teachers, for their teachers aides or for the supplemental teachers on the roster? [CIRCLE RESPONSE FOR EACH]

		READING		MATH	
		Yes	No	Yes	No
a.	Regular Teachers	1 297	2	1 298	2
b.	Teachers aides	1 299	2	1 300	2
c.	Supplemental Teachers	1 301	2	1 302	2

20. [USE CARD G] How effectively does your district organization support the compensatory education reading and math program(s) in the school district? [CIRCLE RESPONSE FOR EACH]

a. READING

303

5. Very effective
4. Fairly effective
3. Slightly effective
2. Somewhat ineffective
1. Very ineffective

b. MATH

304

5. Very effective
4. Fairly effective
3. Slightly effective
2. Somewhat ineffective
1. Very ineffective

21. [USE CARD G] Considering all schools in the district, how would you rate the effectiveness of the support given your compensatory education reading and math program(s)? [CIRCLE RESPONSE FOR EACH]

a. READING

305

5. Very effective
4. Fairly effective
3. Slightly effective
2. Somewhat ineffective
1. Very ineffective

b. MATH

306

5. Very effective
4. Fairly effective
3. Slightly effective
2. Somewhat ineffective
1. Very ineffective

APPENDIX A

Standardized Tests

1 = Science Research Associates (SRA)
2 = Stanford Early Childhood Achievement Test (SEAT)
3 = Metropolitan Achievement Test (MAT)
4 = Comprehensive Test of Basic Skills (CTBS)
5 = Iowa Test of Basic Skills
6 = Wide Range Achievement Test (WRAT)
7 = Primary Mental Test (PMA)
8 = Math Computation Test
9 = Gilmore Oral Reading Test
10 = Adair-Blisch Test
11 = Michigan Assessment
12 = A.B.C. Inventory
13 = Otis Lennon
14 = California Achievement
15 = Test of Basic Experiences
16 = Alpha Pre-Test Reading and Math
17 = Denver? Development Test
18 = Metropolitan Readiness Test
19 = Peabody Achievement G1 and Peabody Intelligence G1-3
20 = McQue-MacPharland
21 = Rural Comprehension (Dade Co.)
22 = Santa Clara Inventory
23 = ZIS (ZIAS) ??

APPENDIX B

Economic Criteria

1 = Census data on family income
2 = AFDC enrollment
3 = Free breakfast counts
4 = Free lunch counts
5 = Number of non-English speaking families
6 = Health statistics
7 = Housing-crowding statistics
8 = Employment statistics
9 = Number of children on Federal installations
10 = Number of neglected and delinquent children
11 = Number of children from migrant families
12 = Orshansky Index
13 = General Federal guidelines - economically deficient
14 = Degree of mobility

APPENDIX C

Teacher Judgment Criteria

1 = Classroom achievement/academic need
2 = Observation of work sample
3 = Mental and social integration
4 = Teacher-made tests
5 = Checklists
6 = Records of previous year
7 = Insecure child, poor self-image
8 = If children are known to have economic deprivation
9 = No specific criteria mentioned

APPENDIX D

Other Criteria

1 = Criterion reference type tests
2 = Conference with parents
3 = Conference with specialist, other teachers, principal
4 = Special screening programs
5 = Tests of motor skills
6 = Likelihood of benefit from service
7 = Eligibility for other services
8 = Locally developed tests
9 = Quota set by school district
10 = Other tests (not specified)

OMB NO. 051-S76037

APPROVAL EXPIRES 9/30/77

PRINCIPAL FACT SHEET

INSTRUCTIONAL DIMENSIONS STUDY

(Fill in before going to school)

ID CODE	☐	☐	☐	△	△	△	△	△	5	4	☐	☐	☐	☐	△	△
	1		3	4	5	6		8	9		11				15	

Interviewer's Signature ______________________________

1. How many days of student attendance are intended for this school year at your school?

Number of Days ① ______

2. How many additional days beyond those of student attendance are included in the typical teacher's working agreement at your school this year?

Teacher days per year: ② Number of Days ______

3. How many such additional days beyond student attendance days are included in your own working agreement this year?

Prin. days per year: ③ Number of Days ______

4. What about the number of such additional days in the working agreement or understanding of your school's teacher's aides?

Parapro. days per year: ④ Number of Days ______

5. And what about the number of such additional days in the working agreement of any reading or math specialist or consultant assigned to your school (but not paid from comp ed funds)?

Rd. Spc. days/yr: ⑤ Reading Specialist Number of Days ______
Math Spc. days/yr: ⑥ Math Specialist Number of Days ______

6. On a normal day, how many hours do the compensatory education teachers of your school spend working at school? By working hours, we mean the actual hours at school, not just the hours they are required to be at school.

CET Min/Day: ⑦ Number of Hours ______

Questions with yes/no response:

Yes = 1
No = 2
NR = 0

Questions with all applicable responses circled or checked:

Not circled or checked = 1
Circled or checked = 2
N/A = 0

Questions with several responses ranked:

1 - 9 = Assigned to appropriate rank of 1 thru
10 = Unranked or ran

7. Similarly, how many hours do you spend working at school on a normal day?

Prin. min/day: ⑧

Number of Hours ______________

8. What about the number of hours per day for your school's teacher's aides?

Parapro. min/day: ⑨

Number of Hours ______________

9. And the number of hours per day for any reading or math specialist or consultant assigned to your school (but not paid from comp ed funds)?

Rd. Spc. min/day: ⑩ Reading Specialist Number of Days ______________

Math Spc. min/day: ⑪ Math Specialist Number of Days ______________

10. What is the daily schedule for students:

Reg. Day Total Min/Student ⑫

a. What time do students arrive? ______________

b. What time do classes begin? ______________

Reg. Day Instruc. Min/Student ⑬

c. What time are students dismissed for lunch? ______________

d. What time do students return from lunch? ______________

e. What time are students dismissed for the day? ______________

11. Are there regular days on which the students do not follow the schedule described in Item 10? Yes/No

Mon ⑭ Tues ⑮ Wed ⑯ Thurs ⑰ Fri ⑱

A. What days are different? ______________

a. What time do students arrive? ______________

b. What time do classes begin? ______________

c. What time are students dismissed for lunch? ______________

d. What time do students return from lunch? ______________

e. What time are students dismissed for the day? ______________

Irreg. Day Total Min/Student
⑲

Irreg. Day Instruc. Min/Student
⑳

Total School Yr. Min/Student
㉑

Instructor School Yr Min/Student
㉒

The following question asks that you assess the percent of time that you have or will work on the following activities during the school year.

12. What is the percent of total working time that you spend on each of the following activities? (TOTAL PERCENT OF TIME WILL EQUAL 100%)

PERCENT

Planning for. . .

Comp ed reading activities ______________________ ☐☐ ㉓

Comp ed math activities ______________________ ☐☐ ㉔

All other instructional activities ______________________ ☐☐ ㉕

Receiving or conducting training for. . .

Comp ed reading activities ______________________ ☐☐ ㉖

Comp ed math activities ______________________ ☐☐ ㉗

All other instructional activities ______________________ ☐☐ ㉘

Participating in decisions (that is, selecting materials or tests, determining performance objectives, determining evaluation designs) related to. . .

Comp ed reading activities ______________________ ☐☐ ㉙

Comp ed math activities ______________________ ☐☐ ㉚

All other instructional activities ______________________ ☐☐ ㉛

General administrative activities for. . .

Comp ed reading ______________________ ☐☐ ㉜

Comp ed math ______________________ ☐☐ ㉝

All other areas ______________________ ☐☐ ㉞

All other activities (LIST) ______________________

______________________ ☐☐ ㉟

100%

KIRSCHNER ASSOCIATES, INC.

OFFICE USE ONLY

INSTRUCTIONAL DIMENSIONS STUDY
NATIONAL INSTITUTE OF EDUCATION

DATE ____________________

SCHOOL BUILDING PROGRAM REPORT

(FILL IN CODES BEFORE GOING TO SCHOOL)

ID CODES	☐☐	☐	ΔΔΔΔΔ	55	☐	☐
	1	3			11	13

Recorder's Signature ____________________

1. Please record the following information about this school for the current school year.

Grade	School Average Daily Membership	No. Title I Students	Unduplicated count- All Comp Ed	Number of Regular Classroom Teachers	Number of Regular Classroom Teachers With Comp Ed Students In Classes
Pre-K	①	②	③	④	⑤
K	⑥	⑦	⑧	⑨	⑩
1	⑪	⑫	⑬	⑭	⑮
2	⑯	⑰	⑱	⑲	⑳
3	㉑	㉒	㉓	㉔	㉕
4	㉖	㉗	㉘	㉙	㉚
5	㉛	㉜	㉝	㉞	㉟
6	㊱	㊲	㊳	㊴	㊵
7	㊶	㊷	㊸	㊹	㊺
8	㊻	㊼	㊽	㊾	㊿
9-12	(51)	(52)	(53)	(54)	(55)
FIELD SIZE	(4)	(4)	(4)	(2)	(2)
School Totals	(56)	(57)	(58)	(59)	(60)

2. How many compensatory education instructors and teacher's aides funded by specific compensatory education programs are serving your students this year? Please record this in terms of both - the number of persons and the full-time-equivalent (FTE) positions, i.e., 2 half-time persons is equivalent to 1.0 FTE.

1976-1977 School Year

GRADE	NO. ALL COMP ED INSTRUCTORS	FTE ALL COMP ED INSTRUCTORS	NO. ALL COMP ED PARAPROFESSIONALS	FTE ALL COMP ED PARAPROFESSIONALS
Pre-K	(61)	(62)	(63)	(64)
K	(65)	(66)	(67)	(68)
1	(69)	(70)	(71)	(72)
2	(73)	(74)	(75)	(76)
3	(77)	(78)	(79)	(80)
4	(81)	(82)	(83)	(84)
5	(85)	(86)	(87)	(88)
6	(89)	(90)	(91)	(92)
7	(93)	(94)	(95)	(96)
8	(97)	(98)	(99)	(100)
FIELD SIZE	(2)	(3.1)	(2)	(3.1)
Total for Building	(101)	(102)	(103)	(104)

3. Detailed Description of Compensatory Education Staff for this School, 1976-77 School Year

Classification of Assignment	Number of Staff Assignments			
	Title I		Unduplicated Count-All Comp Ed	
	No. Persons	FTE	No. Persons	FTE
Teaching - Pre K	105	106	107	108
Teaching - K'garten	109	110	111	112
Teaching - Elementary	113	114	115	116
Teaching - Secondary	117	118	119	120
Teaching - Handicapped	121	122	123	124
Teacher Aide	125	126	127	128
Librarian	129	130	131	132
Supervision	133	134	135	136
Administration	137	138	139	140
Counseling	141	142	143	144
Psychologist	145	146	147	148
Testing	149	150	151	152
Social Work	153	154	155	156
Attendance	157	158	159	160
Nurse	161	162	163	164
Physician	165	166	167	168
Clerical	169	170	171	172
Other (combined)	173	174	175	176
Field Size	(2)	(3.1)	(2)	(3.1)
TOTAL	177	178	179	180

4. Record the staff count by activity or assignment classification in this school building for the present school year. (F5:3)

STAFF STATISTICS: PERSONS COUNTS (NOT FTE'S)

FULL TIME

1. Officials, Administrators, Managers	181
2. Principals	182
3. Assistant Principals, Teaching	183
4. Assistant Principals, Nonteaching	184
5. Elementary Classroom Teachers	185
6. Secondary Classroom Teachers	186
7. Other Classroom Teachers	187
8. Guidance	188
9. Psychological	189
10. Librarians/Audio-visual Staff	190

FULL TIME

11. Consultants & Supervisors of Instruction	191
12. Other Professional Staff	192
13. Teacher Aides	193
14. Technicians	194
15. Clerical/Secretarial Staff	195
16. Service Workers	196
17. Skilled Crafts	197
18. Laborers, Unskilled	198
19. TOTAL (1-18)	199

PART TIME STAFF ONLY

20. Professional Instructional	200
21. All Other	201
22. TOTAL (20-21)	202

5. Compensatory Education Participation by Instructional Area, 1976-77 School Year. (Field size: 4 digits each column)

Instructional Area		No. of Children Participating	
		Title I	Unduplicated Count - All Comp. Ed.
Cultural Enrichment	K	203	204
	1-3	205	206
	4-6	207	208
Cost: FY 77 $ 213	All Other	209	210
	Total	211	212
English-Reading	K	214	215
	1-3	216	217
	4-6	218	219
Cost: FY 77 $ 224	All Other	220	221
	Total	222	223
English-Speech	K	225	226
	1-3	227	228
	4-6	229	230
Cost: FY 77 $ 235	All Other	231	232
	Total	233	234
English - Other Language Arts	K	236	237
	1-3	238	239
	4-6	240	241
Cost: FY 77 $ 246	All Other	242	243
	Total	244	245
English - Second Language	K	247	248
	1-3	249	250
	4-6	251	252
Cost: FY 77 $ 257	All Other	253	254
	Total	255	256
Mathematics	K	258	259
	1-3	260	261
	4-6	262	263
Cost: FY 77 $ 268	All Other	264	265
	Total	266	267
Natural Science	K	269	270
	1-3	271	272
	4-6	273	274
Cost: FY 77 $ 279	All Other	275	276
	Total	277	278
Cost FS: 5 (Record in units of $1000)			

5. Continued

Instructional Area		No. of Children Participating	
		Title I	Unduplicated Count - All Comp. Ed.
Social Science	K	280	281
	1-3	282	283
	4-6	284	285
Cost: FY 77 $ 290	All Other	286	287
	Total	288	289
Vocational Education	K	291	292
	1-3	293	294
	4-6	295	296
Cost: FY 77 $ 301	All Other	297	298
	Total	299	300
Special Activities for Handicapped	K	302	303
	1-3	304	305
	4-6	306	307
Cost: FY 77 $ 312	All Other	308	309
	Total	310	311
Pre-K	K	313	314
	1-3	315	316
	4-6	317	318
Cost: FY 77 $ 323	All Other	319	320
	Total	321	322
Kindergarten	K	324	325
	1-3	326	327
	4-6	328	329
Cost: FY 77 $ 334	All Other	330	331
	Total	332	333
Teacher Aides	K	335	336
	1-3	337	338
	4-6	339	340
Cost: FY 77 $ 345	All Other	341	342
	Total	343	344
Other (Specify)	K	346	347
	1-3	348	349
	4-6	350	351
Cost: FY 77 $ 356	All Other	352	353
	Total	354	355

6. Compensatory Education Participation by Supportive Service, 1976-77 School Year. (Field Size: 5 digits each column)

SUMMARY OF SUPPORTIVE SERVICES		No. of Children Participating	
		Title I	Unduplicated Count - All Comp Ed
All services combined	K	357	358
	1-3	359	360
Cost: FY 77 $367	4-6	361	362
	All Other	363	364
	Total	365	366

7. School Level Participation by Ethnic Groups, 1976-77 School Year.

	No. of Children			No. of Teachers	
Ethnic Group	School Enrollment	Title I	Unduplicated Count - All Compensatory Ed.	Regular	Comp ed or Specialist
American Indian or Alaskan Native	368	369	370	371	372
Asian or Pacific Islander	373	374	375	376	377
Hispanic	378	379	380	381	382
Black, not of Hispanic origin	383	384	385	386	387
White, not of Hispanic origin	388	389	390	371	392
Other	393	394	395	396	397
School Totals	398	399	400	401	402
Field Size	(4)	(4)	(4)	(2)	(2)

OMB NO. 051-S76037

APPROVAL EXPIRES 9/30/77

DISTRICT INTERVIEW

INSTRUCTIONAL DIMENSIONS STUDY

DATE____________________

(Fill in before going to school)

ID CODES [ ][ ][Δ][Δ][Δ][Δ][Δ][Δ][5][6][ ][ ][ ][ ][Δ][Δ]
1 3 4 5 6 8 9 11 15

Interviewer's Signature:______________________________

First, I am going to ask you about your funding sources for the different supportive services and instructional areas in your compensatory education program for the school district. We know, of course, that you receive assistance through Title I of the Elementary and Secondary Education Act. We are also interested in finding out other sources of funds for economically and/or educationally disadvantaged children, particularly state-funded programs.

1. a. Do you receive funds through a State, County, or Local Compensatory Education Program for supportive services and instruction for economically and/or educationally disadvantaged children? [CIRCLE RESPONSE]

① 1. Yes [CONTINUE WITH Q. 1.b.]
2. No [GO TO Q.2]

b. What is the name of the State, County, or Local Compensatory Education Program? [SPECIFY]

② ③ ④ ______________________________

____

2. [USE CARD A] Which of these instructional areas in your compensatory education program in this school district are funded, all or in part, by Title I funds, other Federal funds, State Compensatory Education funds, or other kinds of funds? [CIRCLE ALL THAT APPLY]

	INSTRUCTIONAL AREAS	Title I Funds	Other Federal Funds	State Comp Ed Funds	Other Kinds Of Funds [SPECIFY]__________
a.	Pre-school/kindergarten readiness activities	[T] ⑤	[F] ⑥	[S] ⑦	[O] ⑧
b.	Follow Through Program	[T] ⑨	[F] ⑩	[S] ⑪	[O] ⑫
c.	Music/art	[T] ⑬	[F] ⑭	[S] ⑮	[O] ⑯
d.	Instruction in health and/or nutrition	[T] ⑰	[F] ⑱	[S] ⑲	[O] ⑳
e.	General enrichment	[T] ㉑	[F] ㉒	[S] ㉓	[O] ㉔
f.	Remedial/corrective reading	[T] ㉕	[F] ㉖	[S] ㉗	[O] ㉘
g.	Mathematics	[T] ㉙	[F] ㉚	[S] ㉛	[O] ㉜
h.	Science	[T] ㉝	[F] ㉞	[S] ㉟	[O] ㊱

[MORE]

Questions with yes/no response:	Questions with all applicable responses circled or checked:	Questions with several responses ranked:
Yes = 1	Not circled or checked = 1	1 - 9 = Assigned to appropriate rank of 1 thru 9
No = 2	Circled or checked = 2	10 = Unranked or rank of 10.
NR = 0	N/A = 0	

2. (CONTINUED)

	INTRUCTIONAL AREAS	Title I Funds	Other Federal Funds	State Comp Ed Funds	Other Kinds Of Funds [SPECIFY]__________
i.	Social/cultural studies	[T]㊲	[F]㊳	[S]㊴	[O] ㊵
j.	English-as-a-second-language	[T]㊶	[F]㊷	[S]㊸	[O] ㊹
k.	Special education/learning disabilities	[T]㊺	[F]㊻	[S]㊼	[O] ㊽
l.	Language arts/communication skills [ASK Q.3]	[T]㊾	[F]㊿	[S](51)	[O] (52)

ASK Q.3 ONLY IF Q.2.l. [LANGUAGE ARTS/COMMUNICATION SKILLS] IS CODED

3. a. Is some of your compensatory education reading instruction conducted as a distinct program which is separated from the language arts/communication skills program? [CIRCLE RESPONSE]

(53)
1. Yes [CONTINUE WITH Q.3.b.]
2. No [CROSS OUT CODE FOR Q.2.f.] [GO TO Q.4]

b. Please explain how the reading program is conducted as a distinct program [SPECIFY]

(54) ____

____

4. [USE CARD B] Which of these supportive services in the compensatory education program in this school district are funded, all or in part, by Title I funds, other Federal funds, State Compensatory Education funds, or other kinds of funds? [CIRCLE ALL THAT APPLY]

	SUPPORTIVE SERVICES	Title I Funds	Other Federal Funds	State Comp Ed Funds	Other Kinds Of Funds [SPECIFY]__________
a.	Counseling, psychological, diagnostic, psychiatric, or social work services	[T](55)	[F](56)	[S](57)	[O] (58)
b.	Mental, dental, or speech and hearing therapy	[T](59)	[F](60)	[S](61)	[O] (62)
c.	Transportation	[T](63)	[F](64)	[S](65)	[O](66)
d.	Food services, clothing	[T](67)	[F](68)	[S](69)	[O](70)
e.	Library	[T](71)	[F](72)	[S](73)	[O](74)
f.	Other	[T](75)	[F](76)	[S](77)	[O](78)

Now I am going to ask you some questions about how school buildings in your district were selected to receive Title I funding.

5. a. [USE CARD C] First, as far as you know, which of the measures listed on this card were used to determine the eligibility of public elementary schools in this district for this year's Title I program? PROBE: What others? [CIRCLE ALL THAT APPLY]

(79) 1. Census data on family income
(80) 2. AFDC enrollment
(81) 3. Free breakfast counts
(82) 4. Free lunch counts
(83) 5. Number of non-English speaking families
(84) 6. Health statistics
(85) 7. Housing-crowding statistics
(86) 8. Employment statistics
(87) 9. Number of children on Federal installations
(88) 10. Number of neglected and delinquent children
(89) 11. Number of children from migrant families
(90) 12. Standardized achievement test scores
(91) 13. Orshansky Index
(92) 14. Other [SPECIFY]____________________

____

IF MORE THAN ONE RESPONSE IS GIVEN TO Q.5.a, ASK Q.5.b

5. b. Did the district use a specific formula to combine these measures in order to determine the eligibility of public schools for this year's Title I program? [CIRCLE RESPONSE]

93 { 1. Yes [CONTINUE WITH Q.5.c.]
2. No [GO TO Q.6]

c. What is this formula? [SPECIFY] ______ 94 ______

6. How many public schools in this district were eligible for this year's Title I program? [ENTER NUMBER] 95

7. How many public schools are participating in Title I programs? [ENTER NUMBER] ______ 96

IF MORE SCHOOLS ARE ELIGIBLE TO PARTICIPATE THAN ARE PARTICIPATING [NUMBER ENTERED IN Q.6 IS MORE THAN NUMBER ENTERED IN Q.7], ASK Q.8. OTHERWISE, GO ON TO Q.9

8. a. [USE CARD C] Since the availability of funds may not be sufficient to cover all the eligible public schools in your district, a decision must be made as to which will participate in the Title I program. Which of the criteria listed here were used to make this decision for this year's Title I program? PROBE: What others? [CIRCLE ALL THAT APPLY]

97 1. Census data on family income
98 2. AFDC enrollment
99 3. Free breakfast counts
100 4. Free lunch counts
101 5. Number of non-English speaking families
102 6. Health statistics
103 7. Housing-crowding statistics
104 8. Employment statistics
105 9. Number of children on Federal installations
106 10. Number of neglected and delinquent children
107 11. Number of children from migrant families
108 12. Standardized achievement test scores
109 13. Orshansky Index
110 14. Other [SPECIFY] ______
111 15. Some Schools may choose not to participate

IF MORE THAN ONE RESPONSE IS GIVEN TO Q.8.a., ASK Q.8.b

b. Did the district use a specific formula to combine these measures in order to determine which schools would actually participate in this year's Title I program? [CIRCLE RESPONSE]

112 { 1. Yes [CONTINUE WITH Q.8.c.]
2. No [GO TO Q.9]

c. What is this formula? [SPECIFY] ______ 113 ______

Now I would like to ask you about the procedures in this school district for selecting the particular children who will receive Title I services and instruction.

First, I would like to know how students are selected for Title I programs in your school district. I would like to find out the process by which you determine which students need the special help provided by Title I funds, and then, what criteria you use to select students to participate in the Title I activities.

9. Do you use any of the following measures to determine which children need the special instruction or supportive services provided by the Title I program? [CIRCLE ALL THAT APPLY]

114 1. Standardized achievement test scores [ASK A]
115 2. Economic criteria....................[ASK B]
116 3. Teacher judgment.....................[ASK C]
117 4. Other criteria.......................[ASK D]

9. (CONTINUED)

A. IF "STANDARDIZED ACHIEVEMENT TEST SCORES" ARE USED, ASK: Which standardized achievement test or tests are used? [ENTER NAMES OF TESTS]

1) (118)
2) (119) See APPENDIX A
3) (120)
4) (121)

B. IF "ECONOMIC CRITERIA" ARE USED, ASK: What economic criteria are used? [SPECIFY]

1) (122)
2) (123) See APPENDIX B
3) (124)
4) (125)

C. IF "TEACHER JUDGMENTS" ARE USED, ASK: What kinds of teacher judgments are used? [SPECIFY]

1) (126)
2) (127) See APPENDIX C
3) (128)
4) (129)

D. IF "OTHER CRITERIA" ARE USED, ASK: What are the other criteria used? [SPECIFY]

1) (130)
2) (131) See APPENDIX D
3) (132)
4) (133)

10. In the schools eligible for the Title I program, altogether, how many children at this school district have been determined to need the compensatory education instruction or supportive services offered by this year's Title I program? [ENTER NUMBER]

(134)

11. In the schools eligible for the Title I program, how many children are eligible for Title I funds but are not currently participating in the Title I program? [ENTER NUMBER. IF NONE, RECORD A ZERO AND GO TO Q.13]

(135)

12. Which of the following measures are used to determine which of these children will actually participate in this year's Title I program? [CIRCLE ALL THAT APPLY]

(136) 1. Standardized achievement test scores [ASK A & B]
(137) 2. Economic criteria.................... [ASK C & D]
(138) 3. Teacher judgment..................... [ASK E]
(139) 4. Other criteria....................... [ASK F & D]

A. & B. IF "STANDARDIZED ACHIEVEMENT TEST SCORES" ARE USED, ASK:

A.	B.
Which standardized achievement test or tests are used? [ENTER NAMES OF TESTS]	FOR EACH TEST LISTED, ASK: What is the cut-off point? (PROBE IF NECESSARY: For example, a program might accept students who are more than one year below grade level as measured by one of these tests.) [SPECIFY]
1) (140)	1) (144)
2) (141) See APPENDIX A	2) (145)
3) (142)	3) (146)
4) (143)	4) (147)

12. (CONTINUED)

C.& D. IF "ECONOMIC CRITERIA" ARE USED, ASK:

C. What economic criteria are used? [SPECIFY]	D. FOR EACH KIND OF ECONOMIC CRITERION LISTED, ASK: What is the cut-off point? (PROBE IF NECESSARY: For example, it might be decided that all students from families whose yearly income are below $3,000 will participate in the Title I program.) [SPECIFY]
1) (148) See APPENDIX B	1) (152)
2) (149)	2) (153)
3) (150)	3) (154)
4) (151)	4) (155)

E. IF "TEACHER JUDGMENTS" ARE USED, ASK: What kinds of teacher judgments are used? [SPECIFY]

1) (156) See APPENDIX C
2) (157)
3) (158)
4) (159)

F.& G. IF "OTHER CRITERIA" ARE USED, ASK:

F. What are the other criteria used? [SPECIFY]	G. FOR EACH CRITERION LISTED, IF APPLICABLE ASK: What is the cut-off point? [SPECIFY]
1) (160) See APPENDIX D	1) (164)
2) (161)	2) (165)
3) (162)	3) (166)
4) (163)	4) (167)

IF THE SCHOOL DISTRICT DOES NOT HAVE ANOTHER COMPENSATORY EDUCATION PROGRAM (SEE RESPONSE TO Q.1), GO TO Q.21.

Next I am going to ask you some questions about how school buildings in your district were selected to receive State, County, or Local Compensatory Education funds.

13. a. [USE CARD C] First, as far as you know, which of the measures listed on this card were used to determine the eligibility of public elementary schools in this district for this year's State, County, or Local Compensatory Education program? PROBE: What others? [CIRCLE ALL THAT APPLY]

(168) 1. Census data on family income
(169) 2. AFDC enrollment
(170) 3. Free breakfast counts
(171) 4. Free lunch counts
(172) 5. Number of non-English speaking families
(173) 6. Health statistics
(174) 7. Housing-crowding statistics
(175) 8. Employment statistics
(176) 9. Number of children on Federal installations
(177) 10. Number of neglected and delinquent children
(178) 11. Number of children from migrant families
(179) 12. Standardized achievement test scores
(180) 13. Orshansky Index
(181) 14. Other [SPECIFY] ____________________

13. (CONTINUED)

IF MORE THAN ONE RESPONSE IS GIVEN TO Q.13.a. ASK Q.13.b

b. Did the district use a specific formula to combine these measures in order to determine the eligibility of public schools for this year's State, County, or Local Compensatory Education program? [CIRCLE RESPONSE]

(182)
1. Yes [CONTINUE WITH Q.13.c.]
2. No (GO TO Q.14]

c. What is this formula? [SPECIFY] (183) ______

______

______

14. How many public schools in this district were eligible for this year's State, County, or Local Compensatory Education program? [ENTER NUMBER]

(184) ______

15. How many public schools are participating in the State, County, or Local Compensatory Education program? [ENTER NUMBER]

______ (185)

IF MORE SCHOOLS ARE ELIGIBLE TO PARTICIPATE THAN ARE PARTICIPATING [NUMBER ENTERED IN Q.14 IS MORE THAN NUMBER ENTERED IN Q.15], ASK Q.16. OTHERWISE, GO TO Q.17.

16. a. [USE CARD C] Since the availability of funds may not be sufficient to cover all the eligible public schools in your district, a decision must be made as to which will participate in the State, County, or Local Compensatory Education program. Which of the criteria listed here were used to make this decision for this year's State, County, or Local Compensatory Education program? PROBE: What others? [CIRCLE ALL THAT APPLY]

(186) 1. Census data on family income
(187) 2. AFDC Enrollment
(188) 3. Free breakfast counts
(189) 4. Free lunch counts
(190) 5. Number of non-English speaking families
(191) 6. Health statistics
(192) 7. Housing-crowding statistics
(193) 8. Employment statistics
(194) 9. Number of children on Federal installations
(195) 10. Number of neglected and delinquent children
(196) 11. Number of children from migrant families
(197) 12. Standardized achievement test scores
(198) 13. Orshansky Index
(199) 14. Other [SPECIFY] ______
(200) 15. Some public schools may choose not to participate

IF MORE THAN ONE RESPONSE IS GIVEN FOR Q.16.a. ASK Q.16.b

b. Did the district use a specific formula to combine these measures in order to determine which schools would actually participate in this year's State, County, or Local Compensatory Education program? [CIRCLE RESPONSE]

(201)
1. Yes [CONTINUE WITH Q.16.c.]
2. No [GO TO Q.17]

c. What is this formula? [SPECIFY] (202) ______

______

______

Now I would like to ask you about the procedures in this school district for selecting the particular children who will receive State, County, or Local Compensatory Education services and instruction.

17. Do you use any of the following measures to determine which children need the special instruction or supportive services provided by the State, County, or Local Compensatory Education Program? [CIRCLE ALL THAT APPLY]

(203) 1. Standardized achievement test scores [ASK A]
(204) 2. Economic criteria....................[ASK B]
(205) 3. Teacher judgment.....................[ASK C]
(206) 4. Other criteria.......................[ASK D]

17. (CONTINUED)

A. IF "STANDARDIZED ACHIEVEMENT TEST SCORES" ARE USED, ASK: Which standardized achievement test or tests are used? [ENTER NAMES OF TESTS]

1) 207
2) 208 See APPENDIX A
3) 209
4) 210

B. IF "ECONOMIC CRITERIA" ARE USED, ASK: What economic criteria are used? [SPECIFY]

1) 211
2) 212 See APPENDIX B
3) 213
4) 214

C. IF "TEACHER JUDGMENTS" ARE USED, ASK: What kinds of teacher judgments are used? [SPECIFY]

1) 215
2) 216 See APPENDIX C
3) 217
4) 218

D. IF "OTHER CRITERIA" ARE USED, ASK: What are the other criteria used? [SPECIFY]

1) 219
2) 220 See APPENDIX D
3) 221
4) 222

18. In the schools eligible for State, County, or Local Compensatory Education funds, altogether, how many children at this school district have been determined to need the compensatory education instruction or supportive services offered by this year's State, County, or Local Compensatory Education program? (ENTER NUMBER)

223

19. In the schools eligible for State, County, or Local Compensatory Education funds, how many children are eligible for State, County, or Local Compensatory Education funds but are not currently participating in the State, County, or Local Compensatory Education program? [ENTER NUMBER. IF NONE, RECORD A ZERO AND GO TO Q.21]

224

20. Which of the following measures are used to determine which of these children will actually participate in this year's State, County, or Local Compensatory Education program? [CIRCLE ALL THAT APPLY]

225 1. Standardized achievement test scores [ASK A & B]
226 2. Economic criteria.....................[ASK C & D]
227 3. Teacher judgment......................[ASK E]
228 4. Other criteria........................[ASK F & G]

A.& B. IF "STANDARDIZED ACHIEVEMENT TEST SCORES" ARE USED, ASK:

A. Which standardized achievement test or tests are used? [ENTER NAMES OF TESTS]	B. FOR EACH TEST LISTED, ASK: What is the cut-off point? (PROBE IF NECESSARY: For example, a program might accept students who are more than one year below grade level as measured by one of these tests.) [SPECIFY]
1) 229	1) 233
2) 230 See APPENDIX A	2) 234
3) 231	3) 235
4) 232	4) 236

20. (CONTINUED)

C. & D. IF "ECONOMIC CRITERIA" ARE USED, ASK:

C. What economic criteria are used? [SPECIFY]	D. FOR EACH KIND OF ECONOMIC CRITERION LISTED, ASK: What is the cut-off point? (PROBE IF NECESSARY: For example, it might be decided that all students from families whose yearly income are below $3,000 will participate in the Title I program.) [SPECIFY]
1) 237	1) 241
2) 238 } See APPENDIX B	2) 242
3) 239	3) 243
4) 240	4) 244

E. IF "TEACHER JUDGMENTS" ARE USED, ASK: What kinds of teacher judgments are used? [SPECIFY]

1) 245
2) 246 } See APPENDIX C
3) 247
4) 248

F. & G. IF "OTHER CRITERIA" ARE USED, ASK:

F. What are the other criteria used? [SPECIFY]	G. FOR EACH CRITERION LISTED, IF APPLICABLE, ASK: What is the cut-off point? [SPECIFY]
1) 249	1) 253
2) 250 } See APPENDIX D	2) 254
3) 251	3) 255
4) 252	4) 256

21. [USE CARD D] I am going to show you a list of specialists who may or may not be available to pupils as part of the Title I program in this district. For each type of specialist who is available, we need to know two additional things: one, the number of full-time or full-time equivalents of that type available to pupils; and two, whether any of these specialists are available to non-compensatory education pupils in the district. [CIRCLE RESPONSE FOR EACH] [ENTER NUMBER]

	TYPE OF SPECIALIST	Available To Compensatory Education Students?		Number Of Full-Time Specialists (FTE)	Available To Non-Compensatory Education Students?	
		Yes	No		Yes	No
a.	Guidance Counselors, Child Welfare Workers, Psychologists or Psychiatrists, Social Workers	1	257 2	258	1	259 2
b.	Physicians (other than Psychiatrists), Dentists, or Dental Hygienists, Nurses, Speech Teachers, or Speech Therapists	1	260 2	261	1	262 2
c.	Reading Specialists	1	263 2	264	1	265 2
d.	Math Specialists	1	266 2	267	1	268 2
e.	Music Teachers, Art Teachers	1	269 2	270	1	271 2

[MORE]

21. (CONTINUED)

	TYPE OF SPECIALIST	Available To Compensatory Education Students? Yes	No	Number Of Full-Time Specialists (FTE)	Available To Non-Compensatory Education Students? Yes	No
f.	Librarians, Audio Visual Specialists	1 272	2	273	1 274	2
g.	Curriculum Specialists, Resource Teachers, Teacher Trainers, or Program Assistants	275 1	2	276	277 1	2
h.	Teachers of English-As-A Second Language, Bilingual Consultants	1 278	2	279	1 280	2
i.	Paid Parent Community Aides, Teacher's Aides	1 281	2	282	1 283	2
j.	Other [SPECIFY] ______________	284 1	2	285	286 1	2

22. [USE CARD D] Now I need the same information with respect to specialists available as part of the State, County, or Local Compensatory Education program in this district. [CIRCLE RESPONSE FOR EACH] [ENTER NUMBER]

	TYPE OF SPECIALIST	Available To Compensatory Education Students? Yes	No	Number Of Full-Time Specialists (FTE)	Available To Non-Compensatory Education Students? Yes	No
a.	Guidance Counselors, Child Welfare Workers, Psychologists or Psychiatrists, Social Workers	287 1	2	288	289 1	2
b.	Physicians (other than Psychiatrists), Dentists, or Dental Hygienists, Nurses, Speech Teachers or Speech Therapists	290 1	2	291	292 1	2
c.	Reading Specialists	1 293	2	294	1 295	2
d.	Math Specialists	1 296	2	297	1 298	2
e.	Music Teachers, Art Teachers	1 299	2	300	1 301	2
f.	Librarians, Audio Visual Specialists	1 302	2	303	1 304	2
g.	Curriculum Specialists, Resource Teachers, Teacher Trainers, or Program Assistants	1 305	2	306	1 307	2
h.	Teachers of English-As-A Second Language, Bilingual Consultants	1 308	2	309	1 310	2
i.	Paid Parent Community Aides, Teacher's Aides	1 311	2	312	1 313	2
j.	Other [SPECIFY] ______________	314 1	2	315	316 1	2

[USE CARD E] As you know, we are currently in the process of studying certain reading and mathematics programs in a number of schools in this district. Specifically, [NAME THE PARTICIPATING SCHOOLS]. In answering this next series of questions, I'd like you to base your responses on the planning activities of these participating schools. By planning, we mean a process involving review of program goals, establishment of objectives, and the development of program policies and procedures.

23. a. Were you or other members of your staff involved in the planning for the compensatory education reading or math programs in these schools? [CIRCLE RESPONSE]

317
1. Yes [CONTINUE WITH Q.23.b.]
2. No [GO TO Q.24]

b. How many of the study schools were involved in the planning of the programs? [ENTER NUMBER FOR EACH]

READING		MATH	
No. of Study Schools with Reading Program	318	No. of Study Schools with Math Program	322
No. of These Study Schools Involved in Planning	319	No. of These Study Schools Involved in Planning	323
No. of Schools with Reading Program	320	No. of Schools with Math Program	324
No. of These Schools Involved in Planning	321	No. of These Schools Involved in Planning	325

c. During what month and year did the planning begin for this year's compensatory education reading and math program for these schools? [ENTER DATE]

READING: Months Planning Reading: 326 (Month and Year)

MATH: Months Planning Math: 327 (Month and Year)

24. From September 1975 to September 1976, were there any planning meetings on the district level that included planning of the reading and math activities for the schools? [CIRCLE RESPONSE FOR EACH]

a. READING

328
1. Yes [CONTINUE WITH Q.25]
2. No [GO TO Q.28]

b. MATH

329
1. Yes [CONTINUE WITH Q.25]
2. No [GO TO Q.28]

25. Between September 1975 to September 1976, about how many of these district-level planning meetings were held for the schools participating in the study? [ENTER NUMBER FOR EACH]

a. READING 330

b. MATH 331

26. [USE CARD F] Did any of these district-level planning meetings in which compensatory education reading and math programs were planned include as participants the following persons: [CIRCLE RESPONSE FOR EACH]

	PERSONNEL	READING		MATH	
		Yes	No	Yes	No
a.	Regular classroom teachers	1 332	2	1 333	2
b.	Specialists in reading or math	1 334	2	1 335	2
c.	Title I teachers	1 336	2	1 337	2
d.	Principals or assistant principals	1 338	2	1 339	2
e.	Other district-level personnel	1 340	2	1 341	2
f.	Aides	1 342	2	1 343	2
g.	Parents (who are not staff members)	1 344	2	1 345	2
h.	Others [SPECIFY] ______	346 1	2	347 1	2

372: % Sch Ptp T-1 [(96/95)*100] % of eligible Dist Schools participating in T-1

373: % Served T-1 [((134 - 135)/134)*100] % of eligible students needing T-1 actually participating in T-1

374: % Sch Ptp St. CE [(185/184)*100] % of eligible Dist. Schools participating in St. CE

375: % Served St. CE [((223 - 224)/223)*100] % of eligible students needing St. CE actually participating in St. CE

376: Study % Rd Plan [(319/318)*100] % of study schools involved in planning for reading

377: Dst % Rd Plan [(321/320)*100] % of Dist Schools involved in planning for reading

378: % Sty Rd Pgm [(318/320)*100] % of Dist Schools in study

379: % Dst Rd Plan/Sty [(319/321)*100] % of Planning Schools in Study

380: Study % Math Plan [(323/322)*100] % of Study Schools involved in planning for math

381: Dst. % Math Plan [(325/324)*100] % of Dist Schools involved in planning for math

382: % Sty Math Pgm [(322/324)*100] % of Dist Schools in Study

383: % Dst. Math Plan [(323/325)*100] % of Planning Schools in Study

APPENDIX A

Standardized Tests

1 = Science Research Associates (SRA)
2 = Stanford Early Childhood Achievement Test (SEAT)
3 = Metropolitan Achievement Test (MAT)
4 = Comprehensive Test of Basic Skills (CTBS)
5 = Iowa Test of Basic Skills
6 = Wide Range Achievement Test (WRAT)
7 = Primary Mental Test (PMA)
8 = Math Computation Test
9 = Gilmore Oral Reading Test
10 = Adair-Blisch Test,
11 = Michigan Assessment
12 = A.B.C. Inventory
13 = Otis Lennon
14 = California Achievement
15 = Test of Basic Experiences
16 = Alpha Pre-Test Reading and Math
17 = Denver? Development Test
18 = Metropolitan Readiness Test
19 = Peabody Achievement G1 and Peabody Intelligence G1-3
20 = McQue-MacPharland
21 = Rural Comprehension (Dade Co.)
22 = Santa Clara Inventory
23 = ZIS (ZIAS) ??

APPENDIX B

Economic Criteria

1 = Census data on family income
2 = AFDC enrollment
3 = Free breakfast counts
4 = Free lunch counts
5 = Number of non-English speaking families
6 = Health statistics
7 = Housing-crowding statistics
8 = Employment statistics
9 = Number of children on Federal installations
10 = Number of neglected and delinquent children
11 = Number of children from migrant families
12 = Orshansky Index
13 = General Federal guidelines - economically deficient
14 = Degree of mobility

APPENDIX C

Teacher Judgment Criteria

1 = Classroom achievement/academic need
2 = Observation of work sample
3 = Mental and social integration
4 = Teacher-made tests
5 = Checklists
6 = Records of previous year
7 = Insecure child, poor self-image
8 = If children are known to have economic deprivation
9 = No specific criteria mentioned

APPENDIX D

Other Criteria

1 = Criterion reference type tests
2 = Conference with parents
3 = Conference with specialist, other teachers, principal
4 = Special screening programs
5 = Tests of motor skills
6 = Likelihood of benefit from service
7 = Eligibility for other services
8 = Locally developed tests
9 = Quota set by school district
10 = Other tests (not specified)

KIRSCHNER ASSOCIATES INC.

OMB NO. 051-S76037
APPROVAL EXPIRES 9/30/77

DISTRICT FACT SHEET
INSTRUCTIONAL DIMENSIONS STUDY

(Fill in before going to school)

ID CODES	☐	☐	△	△	△	△	△	△	5	7	☐	☐	☐	☐	△	△
	1		3	4	5	6		8	9		11				15	

Interviewer's Signature: ______________________________

1. Please complete the chart below, describing the school district's Public School Compensatory Instruction Activities, 1976-77 School Year:

Instructional Area	Number of Weeks in Operation	Average Hours[1] Per Week a Participant Receives Services	Student-Teacher Ratio
Reading	①	②	③
Math	④	⑤	⑥

2. On a normal working day how many hours do you spend on your job?

Number of Hours Per Day ⑦

3. How many working days are in your work year?

Number of Days Per Year ⑧

---

[1] Average hours per week should be based on the total hours estimated for the coming year, divided by the total participant-weeks pupils are expected to participate in the Compensatory Education program(s).

The following question asks that you assess the percent of time that you have or will work on the following activities during the school year.

4. What is the percent of total working time that you spend on each of the following activities? (TOTAL PERCENT OF TIME WILL EQUAL 100%.)

PERCENT

Planning for. . .

Comp ed reading activities ________________ ☐☐ ⑨

Comp ed math activities ________________ ☐☐ ⑩

All other instructional activities ________________ ☐☐ ⑪

Receiving or conducting training for. . .

Comp ed reading activities ________________ ☐☐ ⑫

Comp ed math activities ________________ ☐☐ ⑬

All other instructional activities ________________ ☐☐ ⑭

Participating in decisions (that is, selecting materials or tests, determining performance objectives, determining evaluation designs) related to. . .

Comp ed reading activities ________________ ☐☐ ⑮

Comp ed math activities ________________ ☐☐ ⑯

All other instructional activities ________________ ☐☐ ⑰

General Administrative activities for. . .

Comp ed reading ________________ ☐☐ ⑱

Comp ed math ________________ ☐☐ ⑲

All other areas ________________ ☐☐ ⑳

All other activities (LIST) ________________

________________ ☐☐ ㉑

100%

KIRSCHNER ASSOCIATES INC.

OFFICE USE ONLY

INSTRUCTIONAL DIMENSIONS STUDY
NATIONAL INSTITUTE OF EDUCATION

DATE____________________

DISTRICT PROGRAM REPORT

(FILL IN CODES BEFORE GOING TO CLASSROOM)

ID CODES			△△△△△△	58		
	1				11	13

1. How many public schools are there in this district for the 1976-77 school year?

   Number of Public Schools ___①___ (Field Size: 3)

2. How many public schools in this district are participating in programs funded in whole or in part by each of the following Federal or State sources. A school may be counted more than once. (If no schools participate in a specified program, write "None.")

(Field Size: 3 each)	1976-77 School Year
A) ESEA Title I (A, B, & C).................	②
B) All Other Federal Programs...............	③
C) All State Funded Compensatory Education Programs.......................	④

3. How many public schools in this district do not participate in any of the Federal Programs of Item 2?

   Number of Public Schools ___⑤___ (Field Size: 3)

4. How many public schools in this district do not participate in either the Federal Program or the State Program reflected in Item 2?

   Number of Public Schools ___⑥___ (Field Size: 3)

5. Public School Enrollment and Participation in Compensatory Education by Grade Level, 1976-77 School Year

Grade Level	No. Children Participating		
	District Daily Average Admission	Title I	Unduplicated Count-All Comp. Ed.
Pre-K	⑦	⑧	⑨
K	⑩	⑪	⑫
1	⑬	⑭	⑮
2	⑯	⑰	⑱
3	⑲	⑳	㉑
4	㉒	㉓	㉔
5	㉕	㉖	㉗
6	㉘	㉙	㉚
7	㉛	㉜	㉝
8	㉞	㉟	㊱
9-12	㊲	㊳	㊴
Special Ed.	㊵	㊶	㊷
Ungraded	㊸	㊹	㊺
Other	㊻	㊼	㊽
District Totals	㊾	㊿	(51)
Field Size	(6)	(5)	(5)

6. Public School Participation by Ethnic Group, 1976-77 School Year

	No. Children Participating		
Ethnic Group	District Daily Average Admission	Title I	Unduplicated Count - All Comp Ed.
American Indian or Alaskan Native	52	53	54
Asian or Pacific Islander	55	56	57
Hispanic	58	59	60
Black not of Hispanic origin	61	62	63
White not of Hispanic Origin	64	65	66
Other	67	68	69
District Totals	70	71	72
Field Size	(6)	(5)	(5)

7. How many resident children are there in this district from low-income families this school year?

(Field Size: 6) No. of Children (73)

B. This represents what percentage of all children who reside in this district this school year?

(Field Size: 2) (73) %

8. What sources of data were used to determine the number of children from low income families in Item 10.

☐ (74) US Census Bureau

☐ (75) AFDC

☐ (76) Free School Lunch Count

☐ (77) School Survey

☐ (78) Employment Statistics

☐ (79) Health Statistics

☐ (80) Housing Statistics

☐ (81) Other ______

9. Fiscal Status, Assessed Valuation and Tax Rate

A. Fiscal Status of School System (Check one only)

1. System fiscally independent . . . . ☐ (82)
2. System fiscally dependent . . . . ☐ (83)
3. System dependent for capital outlay and/or debt service . . . . ☐ (84)

B. Assessed Valuation and Tax Rate

1. Total assessed valuation of taxable property (to nearest dollar). . . . . (85) ______ (FS: 9)
2. School tax rate per $1,000 of assessed values (to nearest cent) . . . . (86) ______ (FS: 5.2)
3. Prevailing proportion of assessed value to market value . . . . (87) ______ (FS: 4.2)

10. Public School Compensatory Education Participation by Instructional Area, 1976-77 School Year. (Field Size: 5 digits per column)

Instructional Area		No. of Children Participating	
		Title I	Unduplicated Count - All Comp. Ed.
Cultural Enrichment	K	88	89
	1-3	90	91
Cost: FY 77 $ 98	4-6	92	93
	All Other	94	95
	Total	96	97
English-Reading	K	99	100
	1-3	101	102
Cost: FY 77 $ 109	4-6	103	104
	All Other	105	106
	Total	107	108
English-Speech	K	110	111
	1-3	112	113
Cost: FY 77 $ 120	4-6	114	115
	All Other	116	117
	Total	118	119
English - Other Language Arts	K	121	122
	1-3	123	124
Cost: FY 77 $ 131	4-6	125	126
	All Other	127	128
	Total	129	130
English - Second Language	K	132	133
	1-3	134	135
Cost: FY 77 $ 142	4-6	136	137
	All Other	138	139
	Total	140	141
Mathematics	K	143	144
	1-3	145	146
Cost: FY 77 $ 153	4-6	147	148
	All Other	149	150
	Total	151	152
Natural Science	K	154	155
	1-3	156	157
Cost: FY 77 $ 164	4-6	158	159
	All Other	160	161
	Total	162	163

Cost FS: 5 (Record in Units of $1000)

10. Continued

Instructional Area		No. of Children Participating	
		Title I	Unduplicated Count - All Comp. Ed.
Social Science Cost: FY 77 $(175)	K	(165)	(166)
	1-3	(167)	(168)
	4-6	(169)	(170)
	All Other	(171)	(172)
	Total	(173)	(174)
Vocational Education Cost: FY 77 $(186)	K	(176)	(177)
	1-3	(178)	(179)
	4-6	(180)	(181)
	All Other	(182)	(183)
	Total	(184)	(185)
Special Activities for Handicapped Cost: FY 77 $(197)	K	(187)	(188)
	1-3	(189)	(190)
	4-6	(191)	(192)
	All Other	(193)	(194)
	Total	(195)	(196)
Pre-K Cost: FY 77 $(208)	K	(198)	(199)
	1-3	(200)	(201)
	4-6	(202)	(203)
	All Other	(204)	(205)
	Total	(206)	(207)
Kindergarten Cost: FY 77 $(219)	K	(209)	(210)
	1-3	(211)	(212)
	4-6	(213)	(214)
	All Other	(215)	(216)
	Total	(217)	(218)
Teacher Aides Cost: FY 77 $(230)	K	(220)	(221)
	1-3	(222)	(223)
	4-6	(224)	(225)
	All Other	(226)	(227)
	Total	(228)	(229)
Other (Specify) Cost: FY 77 $(241)	K	(231)	(232)
	1-3	(233)	(234)
	4-6	(235)	(236)
	All Other	(237)	(238)
	Total	(239)	(240)

11. Public School Compensatory Education Participation by Supportive Service, 1976-77 School Year. (Field Size: 5 digits per column)

Summary of Supportive Services		No. of Children Participating	
		Title I	Unduplicated Count - All Comp Ed
All Services Combined	K	242	243
	1-3	244	245
Cost: FY 77 $ 252	4-6	246	247
	All Other	248	249
	Total	250	251

12. Enter total salary amounts and amounts from various sources for selected personnel in each school building in the study. These totals will have to be computed from available lists. Includes only the district administrator that was interviewed; the principals that were interviewed as well as regular and supplementary teachers that were interviewed. Note there is a separate category for Comp Ed Paraprofessionals (Aides) and they were not usually interviewed. Use as many forms as needed to enter total salaries and FTE's (not people) for each study building.

STAFF CATEGORY	CATEGORY FTE	TOTAL SALARY	LOCAL FUNDS	FEDERAL FUNDS	STATE FUNDS
Compensatory Ed. Administrator	253	254	255	256	257
Field Size:	(3.1)	(5.0)	(5.0)	(5.0)	(5.0)

No. schools to follow below 258

School Code	☐☐☐ 259				
Principal	260	261	262	263	264
Reg. Teachers	265	266	267	268	269
Supplem. Tchrs.	270	271	272	273	274
Comp. Ed. Aides	275	276	277	278	279
FS	(3.1)	(6.0)	(6.0)	(6.0)	(6.0)

.... etc.

13. Rank order listing of school buildings participating in the Instructional Dimensions Study that are classified by the School District as Title I Schools. List the rank from lowest number of low income families (from Economic Survey, for example) to largest number of these families. Take care to use the rank within the district as a whole.

No. Of Schools to Follow Below: ______

School Bldg. Identification (Use first 3-digits of the ID numbers)	Rank Order Within Whole District	Grade Span	Total No. of Children Enrolled	Number of Children Residing in Attendance Areas			Number of Children Participating in Title I Activities
				Total	From Low Income Families	Percent (Cols. 4 ÷ 3)	
(1)			(2)	(3)	(4)	(5)	(6)
280	281		282	283	284	285	286
287	288		289……	..etc			

FS: (3) (3) (N/A) (5) (5) (5) (3.1) (5)

DATA BASE DOCUMENTATION 99 FILE

COST FILE[1]

Number	Measure
1-54	(Not described here)
55	Cost ($/student annually) of regular classroom instruction
56	Cost ($/student annually) of supplemental instruction
57	Cost ($/student annually) of program planning
58	Cost ($/student annually) of program training
59	Cost ($/student annually) of program decision-making
60	Cost ($/student annually) of program administration
61	Total program cost ($/student annually)

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[1] For a detailed explanation of the procedures used to develop all measures in this file, see the Supporting Report, Program Cost Analysis.

SECTION V: CURRICULUM ANALYSIS INSTRUMENTS

Instrument	File and Instrument Code[1]	Page
Teacher Overlap Rating	15 D[2]	2
Curriculum Reporting Sheet	None	6
Pupil's Curriculum Record	17/37 D	8
Curriculum Analysis Overlap	75/76 D	10
General Curriculum Analysis Summary	83/84 D	12
Ratings of Reported Curricula	04/24 D	17

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[1] Descriptions of the uses of each inscrument are given separately, by instrument.

[2] (X = 7 for reading; X = 8 for math)

DATA BASE DOCUMENTATION 15 D FILE
TEACHER OVERLAP RATING (WITH CTBS TEST)

Number	First Grade Measure[1]	Third Grade Measure[1]
1	Letter Sounds (22)	Reading Vocabulary (40)
2	Word Recognition I (19)	Reading Comprehension (45)
3	Reading Comprehension (24)	Math Computation (48)
4	Word Recognition II (19)	Math Concepts (50)
5	Math Concepts/Applications (24)	(skip)
6	Math computations (32)	(skip)
7	TOTAL Reading (84)	Total Reading (85)
8	TOTAL Math (56)	Total Math (98)

---

[1] Total possible raw scores are presented in parentheses by each measure.

This instrument was administered to all regular and compensatory education (supplemental) teachers during the spring testing. The measures collected were used to build the master analysis files.

Each measure is the total number of weighted items that the teacher reported as having been taught to the class. The weight for each item is the proportion of students in the classroom who received instruction in the knowledge and skills required to answer an item correctly. The total overlap score for a measure is simply the sum of the proportions across all test items for that measure. For example, an overlap score of 11 on measure 1 could be obtained by a first grade classroom in either of two ways: (1) all students in the class covered half of the 22 items and none of the students covered the other half of the items, or (2) half of the students covered all of the 22 items. The minimum overlap score possible is zero (none of the students in the classroom covered any of the items). The maximum overlap score possible is equivalent to 95% of the total possible raw score for the measure (all students covered all items), since the proportion per item would be .95. See the next page for a brief summary of the teacher directions and procedures used in collecting this data.

Summary of Procedures for the CTBS Test Overlap Rating by Teacher Estimate

Each participating teacher was given a copy of the CTBS booklet that had been administered to the pupils, Level B, Form S for first grade and Level 1, Form T for third grade. This data was collected during the posttesting period. Each teacher completed those subject area sections for which she or he delivered instruction. The instructions were as follows:

1. Examine each item in the subtest.
2. Estimate how many pupils have received relevant instruction (either through materials or teacher instruction) in the knowledge and skills required to answer the particular item.
3. Select the most appropriate response category (listed on the following page) and write that code number next to the particular item in the CTBS booklet.

Response Categories

Code	Number of Students Who Covered the Item	Percent Equivalent	Proportion
1	None	0%	0.00
2	A Few	1-10%	0.05
3	Some	11-30%	0.20
4	About Half	31-70%	0.50
5	Quite a Few	71-90%	0.80
6	All or Almost All	91-100%	0.95

The proportions used per code are listed in the last column above.

Data Base Documentation
No File Number

CURRICULUM REPORTING SHEET

This data collection instrument (reproduced on the following page) was used in the fall to gather information on the specific curriculum materials being used by all participating teachers, regular and supplemental, both first and third grades, and the emphasis placed on each set of materials. From this information, the following was developed:

1. Pupil Curriculum Records. (See data base documentation for files 17/37 for a description of these. Developed only for regular classroom teachers.)
2. Ratings of Reported Curricula. (See data base documentation for files 04/24. Developed for both regular and compensatory education/supplemental teachers.)

CURRICULUM REPORTING SHEET - FORM

OMB No. 051-S76037
Expires 9/30/77

School District ____________________

School Building ____________________

Teacher ____________________

Grade ________ Unique Class ID ____________________

Site Coordinator ____________________

Name of Series	Publisher's Name	Pub. Date	Level	Use of Textbook and Manual		Use of Workbook and Manual		Rating of Amount of Time Spent with Series
				Text with Manual	Text Only	Workbook with Manual	Workbook Only	

Data File Documentation
17/37 D File

PUPIL'S CURRICULUM RECORD

The Pupil's Curriculum Record (PCR) was designed to collect information on specific blocks of pages covered in text materials by students in order to determine precisely what skills and concepts each pupil had an opportunity to learn during the school year. Tailor-made PCR forms were developed for all regular classroom teachers, such that each teacher received PCR forms for specific materials used for instruction in the classroom. (See the following page for a sample completed PCR form.) Generally, each form had columns equal to the number of chapters or skill units covered in the materials. Teachers were instructed to check a box by a pupil name if the pupil had covered half or more of the material represented by that box. Records were completed during the spring testing.

The resulting raw data files were simply the class and curriculum codes along with the ID's of the pupils who appeared on each form, and, on a pupil-by-pupil basis, the specific units covered. Thus, the material covered was measured on the individual pupil level.

The raw data from the PCR files formed the data fed into files 75/76 in order to obtain an estimate of the number of items on the CTBS covered by pupils through curriculum materials.

See the Supporting Report, Curriculum Analysis Procedures, for a detailed description of the procedures used with these instruments.

SAMPLE COMPLETED PCR

:cher: J. Doe

rriculum: Investigating School Mathematics

.de/Level: 1

blisher: Addison Wesley (1973)

istrict:

hool:

ordinator Signature:

Curriculum Code:

PUPIL'S CURRICULUM RECORD

Pagination given is based on the 1973 edition and may not be exact for the 1976 dates.

(4) STUDENT WORKBOOK With TEACHER'S MANUAL (Student Pages Referenced)

	Unit A					Unit B					Unit C						Unit D					
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	
	pages 1-4	pages 5-6	pages 7-8	pages 9-12	pages 13-14	pages 15-16	pages 17-18	pages 19-22	pages 23-28	pages 29-32	pages 33-34	pages 35-36	pages 37-38	pages 39-44	pages 45-46	pages 47-48	pages 49-52	pages 53-56	pages 57-58	pages 59-60	pages 61-62	[illegible]
Pupil Name	(Yellow)	(Orange)	(Red)	(Lt. Grn.)	(Dk. Grn.)	(Yellow)	(Orange)	(Red)	(Lt. Grn.)	(Dk. Grn.)	(Yellow)	(Orange)	(Red)	(Lt. Grn.)	(Dk. Grn.)	(Blue)	(Yellow)	(Orange)	(Red)	(Lt. Grn.)	(Dk. Grn.)	[illegible]
A	✓	✓	✓	✓	✓	✓	✓				✓	✓	✓				✓	✓				
B	✓	✓	✓	✓	✓	✓	✓				✓	✓	✓				✓	✓				
C	✓	✓	✓	✓	✓	✓	✓				✓	✓	✓				✓	✓				
D	✓	✓	✓	✓	✓	✓	✓				✓	✓	✓				✓	✓				

Data File Documentation
75/76 D File

CURRICULUM ANALYSIS OVERLAP

This file was compiled from the raw data in files 17 and 37, Pupil's Curriculum Records. A special file was developed for each curriculum code utilized in the Study called the Overlap Dictionary. This file listed the specific CTBS item or item component numbers covered in each unit that appeared on the PCR form for the specific curriculum materials. The PCR and Overlap Dictionary files were combined on a by-pupil basis, flowing from teacher code to curriculum code to unit codes for each curriculum. Each student received a binary code for each CTBS item indicating whether the item was covered or not covered. No weighting was done in those cases where a pupil covered an item in more than one curriculum material. The number of items covered by the pupil was then summed, such that the overlap estimates for a particular student consisted of the total number of items with which the student had been credited, for reading and math tests of the CTBS separately. The overlap estimates for a particular classroom consisted of an average across all pupils of the total numbers of items credited to each pupil (again, for reading and math separately). The data from these files were used in the student files and the master analysis files for regular teachers only.

The final result of 75/76 file processing was eight overlap scores for first grade students, including a Total Reading score and a Total Math score, and six overlap scores for third grade pupils, including a Total Reading score and a Total Math score. All maximum scores are equivalent to the total possible raw score. Listed on the following page are the measures per grade, with the total possible scores in parentheses.

CTBS Test Overlap*

Number	First Grade Measure	Third Grade Measure
1	Letter Sounds (22)	Reading Vocabulary (40)
2	Word Recognition I (19)	Reading Comprehension (45)
3	Reading Comprehension (24)	Math Computation (48)
4	Word Recognition II (19)	Math Concepts (50)
5	Math Concepts/Applications (24)	
6	Math computations (32)	
7	TOTAL Reading (84)	Total Reading (85)
8	TOTAL Math (56)	Total Math (98)

---

*Total number of items in parentheses.

Data File Documentation
83/84 D File

GENERAL CURRICULUM ANALYSIS SUMMARY

A master list of materials used in regular classrooms in the study was compiled based on completed CRS forms returned by teachers in the Fall. Both by-item overlap analyses and the General Curriculum Analysis Summary were completed for approximately 600 of the listed sets of materials.

In cases where more than one General Curriculum Analysis Summary was completed for a classroom, an overall rating per measure was formed by an averaging process. These average values represented either the fraction of the curriculum codes included per teacher which demonstrated or possessed the particular characteristic being assessed by the analysis, or an average of rated values. The data from these files were used in the formation of the Regular Classroom Teacher Master Analysis Files.

For a detailed description of the procedures used to develop these files, see the Supporting Report, Curriculum Analysis Procedures.

Measures resulting from the General Curriculum Analysis Summary appear on the following pages.

GENERAL CURRICULUM ANALYSIS SUMMARY
Curriculum Code __ __ __

1. Rate the activities described in the teacher's materials in terms of how interesting you think students would find them.

①
1. ____ Not very interesting
2. ____ Of average interest
3. ____ Very interesting

2. Rate the student textbook in terms of how interesting you think students would find it.

②
1. ____ Not very interesting
2. ____ Of average interest
3. ____ Very interesting

3. Rate the student workbook in terms of how interesting you think students would find it.

③
1. ____ Not very interesting
2. ____ Of average interest
3. ____ Very interesting

4. List all materials available as part of the entire curriculum package.

Total number ④

5. Rate the variety in form of instruction in the teacher's materials.

⑤
1. ____ Little variety
2. ____ Moderate variety
3. ____ High variety

6. Rate the variety in form of instruction in the student textbook.

⑥
1. ____ Little variety
2. ____ Moderate variety
3. ____ High variety

7. Rate the variety in form of instruction in the student workbook.

⑦
1. ____ Little variety
2. ____ Moderate variety
3. ____ High variety

8. In the teacher's materials, are objectives usually provided for lessons or units?

⑧
1. ____ No objectives are provided.
2. ____ Generally stated objectives are provided.
3. ____ Specifically stated objectives are provided.
4. Both generally stated and specifically stated objectives are provided.

9. Are the instructional objectives in the teacher's materials and the instructional portions of the curriculum congruent?

⑨
1. ____ Not usually
2. ____ Sometimes
3. ____ Usually
0. ____ Not applicable (No objectives are provided.)

10. Are the quizzes and exams in the teacher's materials congruent with the instructional portions of the curriculum?

⑩
1. ____ Not usually
2. ____ Sometimes
3. ____ Usually
0. ____ Not applicable (No quizzes or exams appear in the teacher's materials.)

11. Is the following procedure for initial student placement prescribed by the curriculum?

⑪ Curriculum-referenced test? (2 = yes, 1 = no)

12. Are the following provided in the teacher's materials? (2 = yes, 1 = no)

⑫ ____ Curriculum series posttest or curriculum set posttest
⑬ ____ Unit pretests, chapter pretests, or lesson/specific skill pretests
⑭ ____ Unit posttests, chapter posttests, or lesson/specific skill posttests

13. Are rules or guidelines for pacing provided in the teacher's materials?

⑮
1. ____ No pacing rules or guidelines are present in the teacher's materials.
2. ____ Rules or guidelines which do not provide for differential pacing according to student needs and abilities are present in the teacher's materials.
3. ____ Rules or guidelines which provide for differential pacing according to student needs and abilities are present in the teacher's materials.

14. In the teacher's materials, is the following type of explicit rules provided for proceeding from one segment of instruction to the next? (2 = yes, 1 = no)

⑯ Explicit rules based on test scores or based on student performance on assignments are provided.

15. How is the curriculum set sequenced? (2 = checked, 1 = not checked)

⑰ ____ Each segment of instruction is prerequisite to the next.
⑱ ____ Different alternatives are given based on a student's preference and/or previous performance.
⑲ ____ Materials may be used in any order.
⑳ ____ No explicit information on sequencing is given.

16. What type(s) of opportunities for additional practice for students who have difficulty are built into the teacher's materials? (2 = checked, 1 = not checked)

(21) ____ No additional practice opportunities are provided.

(22) ____ Additional practice exercises are provided.

(23) ____ New ways of repeating incompletely mastered material are provided for the teacher and students.

(24) ____ Referrals to other materials (e.g., supplemental texts, books, films, audio cassettes) are provided.

17. What percentage of the student textbook is devoted to regular review activities?

(25) percent

18. Average predicted readability score of the 3 samples, as measured by the Harris-Jacobsen formula (Primary), multiplied by 10. (>00-99) 26

Data Base Documentation
04/24 D File

RATINGS OF REPORTED CURRICULA

From the Curriculum Reporting Sheets completed by each participating regular and compensatory education (supplemental) teacher, global ratings of the curricula as reported were developed by Study staff. For each regular, and, where appropriate, supplemental teacher in the Study, the information in these files was combined into the Instructional Units Master Analysis Files.

See the Supporting Report, Curriculum Analysis Procedures, for a detailed description of the procedures used to develop these files.

Measures resulting from the ratings of reported curricula appear on the following pages.

Data Base Documentation
04/24 D File

Ratings of Reported Curricula

Variable Number	Measure
1.	Is there a listing for an "organizer" or "management system" (e.g., PLAN, District A County System) on the CRS form? (1-2)
2.	Is there any written indication on the CRS form (either as a specific entry or as an added note) that the teacher uses "learning centers" or "interest centers?" (1-2)
3.	Is there any written indication that the teacher is using an integrative approach to instruction -- that is, teaching math and reading simultaneously? (1-2)
4.	To what degree is a wide range of achievement levels represented in materials listed on the CRS form? (1-5)
5.	To what extent does instruction seem to focus on a management system (which provides objectives with references to a number of curricula or which includes teaching instructions for each objective)? (1-5)
6.	To what extent does instruction seem to rely on basic textbooks? (1-5)
7.	To what extent does instruction seem to rely on instructional kits? (1-5)
8.	To what extent does instruction seem to rely on teacher-made materials? (1-5)
9.	To what extent does instruction seem to rely on games or contests? (1-5)
10.	What is the average age of materials listed on the CRS (x of publication dates subtracted from 1977)?
11.	What is the range in age of materials listed (most recent publication date minus least recent publication date)?
12.	How many publishers are listed on the CRS form?
13.	Which of the following types of materials are listed on the CRS (1 = no, 2 = yes)
14.	Basic text
15.	Supplemental text (i.e., any text noted as used in a supplemental fashion)

Variable Number	Measure
15.	Library books (or free-reading books)
16.	Audiotapes
17.	Workbooks or worksheets
18.	Instructional kits
19.	Computer/CAI
20.	Film Strips
21.	Films
22.	Games (including Puzzles)
23.	Language Masters
24.	Flash cards or word cards
25.	Manipulatives
26.	Television
27.	Other
28.	Total (number of 2 responses in 13 through 27).
29.	What is your estimate of the total number of materials listed (where a "Material" is one basic text, kit, or level of a multi-level kit, or system, with all accompanying supportive materials, etc.)?
30.	What is your estimate of the percent of listed materials which are non-math or non-reading (e.g., ecology, health, science, or home economics)? 1 2 3 4 5 6 0% 1-10% 11-30% 31-70% 71-90% 91-100%
31.	To what extent does instruction seem to rely on an instructional "system" (e.g., Scott Foresman Reading Systems, Sullivan Programmed Reading, Ginn IMS)? (1-5)

N.B. For all items in which the range is given as 1-2 in parentheses, 1 = no and 2 = yes. For all items in which the range is given as 1-5 (specifically, items 4 through 9 and 31) 1 = very little/not at all and 5 = exclusively/very heavily/wide range.

SECTION VI: ADDITIONAL INSTRUCTIONAL PROCESS INSTRUMENTS

Instrument	File and Instrument Code[1]	Page
Instructional Activities Schedule	None	2
Today's Assignments	16/36 D	3

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[1] Descriptions of the uses of each instrument are given separately, by instrument.

Instructional Activities Schedule Documentation[1] VI-2

TEACHER ____________________ OMB NO. ____________________

GROUP ____________________ APPROVAL EXPIRES ____________________

☐☐ ☐ ☐ ☐☐ ☐☐ ☐☐ ☐☐ ☐☐☐

1 3 4 5 7 9 11 13

INSTRUCTIONAL ACTIVITIES SCHEDULE

CONTENT/ACTIVITIES		MINUTES IN READING/MATH
Monday a.m.		
Monday p.m.		
Tuesday a.m.		
Tuesday p.m.		
Wednesday a.m.		
Wednesday p.m.		
Thursday a.m.		
Thursday p.m.		
Friday a.m.		
Friday p.m.		

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[1] Used with all teachers and all grades. Information was not analyzed, but served to verify other information collected.

TODAY'S ASSIGNMENTS SHEET (TAS)

This instrument was administered to all regular and compensatory education (supplemental) teachers in the Study in the spring. Two kinds of measures were gathered - (1) assignment practices and (2) testing practices. From the completed forms, averages across all students per teacher were computed. A sample TAS form appears on the following page, along with the procedures for computing the averaged measures. On the next page is a list of the measures used.

The data from this file was used in all analysis files.

OMB No. 051-S76037
Expires 9/30/77
VI-4

Data Base Documentation
16/36 D File

TODAY'S ASSIGNMENTS SHEET

Site Coordinator ____________________

Teacher ____________________

Subject ____________________

ID CODES ☐☐ ☐ ☐ ☐ ☐☐ ☐ ☐☐ ☐☐☐☐ Δ Δ
1 3 4 5 6 8 9 11 15

Type of Pupil Assignment to Classroom (check one)

☐2 Homogeneous ☐1 Heterogeneous ① ③ Availability of Test Scores
1 = All columns completed
2 = One or more columns blank

C = Date Form Completed

Time Slot (Supplemental Teachers Only) ______ to ______

PUPIL NAME	DATE LAST MASTERY TEST GIVEN	NO. ITEMS CORRECT	TOTAL NUMBER ITEMS	BOOK OR TEXT SERIES	PUB. DATE	IDENTIFYING INFORMATION FOR ASSIGNMENT, SUCH AS PAGES, LEVEL, UNIT, SKI
Pupil 1	D_1	I_1	T_1	Assignment	Pupil	1
Pupil 2	D_2	I_2	T_2	Assignment	Pupil	2
⋮	⋮	⋮	⋮		⋮	
Pupil N	D_N	I_N	T_N	Assignment	Pupil	N
Total Number of Pupils = P				Total	Unique	Assignments (a frequency
		⑥ Average correct =	Percent =		count assign	of the number of differen ments listed) = A
④ Days Since Last Mastery Test = $\frac{\Sigma(D_n - C)}{P}$		$\frac{\Sigma(I/T)}{P}$				
⑤ Range of Days Since Last Mastery Test= $(D_N - C)$ largest - $(D_N - C)$ smallest						② Percent of unique assignments = A/P

DATA BASE DOCUMENTATION
16/36 D FILE

TODAY'S ASSIGNMENTS

Number	Measure
1.	Homogeneous assignment of pupils to classroom (1 = heterogeneous, 2 = homogeneous)
2.	Percent of Unique Assignments (>00 to 99%)
3.	Availability of Test Scores (1= yes, 2= not available)
4.	Days since last mastery test
5.	Range of Days Since last mastery test
6.	Average percent correct on last mastery test (0-99%)

SECTION VII: VIDEOCODING FILES

42/62 D File

A subsample of all study teachers were videotaped in the middle three months of the study. The videocoding file was formed by merging the resulting observation codes from the two sessions taped for each teacher. In order to control for unequal lengths of sessions, time-bound data was converted to rate per hour. (For example, if two (2) hours of taping were completed and the frequency of occurrence for a variable were 20, the rate per hour would be 10.) Those measures derived from a one-time rating of the whole taping session were averaged and then multiplied by 10. The original rating was from 0 to 5, a six point scale. After averaging, and multiplying by 10, the possible values were 0, 5, 10, and all multiples of 5 up to 50. The measures resulting from these files were used in the formation of both the Regular Classroom Teacher Master Analysis Files and the Instructional Units Master Analysis Files.

For a detailed description of the procedures used in videocoding, see Supporting Report, Video Data Documentation.

Measures resulting from the videocoding appear on the following pages.

Videocoding File*

Variable	Description
1	Teacher ID Code (first 8 digits)
2	Instrument Code (2 digits) 32 = reading and math instruction 42 = reading instruction 62 = math instruction
3	Date of taping (MMDD) - first session
4	Date of taping (MMDD) - second session
5	Coder ID - first session
6	Coder ID - second session
7	Number of instructional minutes
8	Number of minutes coded
9	Negatives: individual (Responses per hour)
10	Negatives: group (Responses per hour)
11	Management: individual (Responses per hour)
12	Management: group (Responses per hour)
13	Cognitive Mgmt.: individual (Responses per hour)
14	Cognitive Mgmt.: group (Responses per hour)
15	Other: total (Responses per hour)
16	Cognitive Statement Alone: individual (Responses per hour)
17	Cognitive Statement Alone: small group (Responses per hour)
18	Cognitive Statement Alone: whole group (Responses per hour)
19	Cognitive Question: individual (Responses per hour)
20	Cognitive Question: small group (Responses per hour)
21	Cognitive Question: whole group (Responses per hour)
22	Response: individual (Responses per hour)
23	Response: small group (Responses per hour)
24	Response: whole group (Responses per hour)
25	Child Initiated Response: total (Response per hour)
26	Silence: total (Response per hour)
27	Time: individual (Response per hour)

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*Variables reflect the results of combined sessions unless otherwise noted.

Variable	Description
28	Time: group (Response per hour)
29	Error: total (Response per hour)
30	Cognitive Contacts: individual (Response per hour)
31	Cognitive Contacts: small group (Response per hour)
32	Active Responses Sought (0-5 average rating* 10)
33	T. Models Response (0-5 average rating* 10)
34	T. Refers to Earlier Curricular Info. (0-5 average rating* 10)
35	T. Focuses S. Attention on Task (0-5 average rating* 10)
36	T. Solicits S. Opinion on Correctness of Responses (0-5 average rating* 10)
37	T. Refers to Earlier Success (0-5 average rating* 10)
38	T. Uses Contingent Praise (0-5 average rating* 10)
39	[illegible]. Uses General Praise (0-5 average rating* 10)
40	T. Interacts with Individual S. (0-5 average rating* 10)
41	Feedback (0-5 average rating* 10)
42	Clarity (0-5 average rating* 10)
43	Management (0-5 average rating* 10)
44	Percent of Time on Task
45	Ratio of Cognitive to Management Statements (times 100)

SECTION VIII: STUDENT ROSTERS AND TESTS

Instrument	File and Instrument Code	Page
Roster of Schools	None	3
Roster of Classrooms	None	4
Roster of Teachers	None	5
Master Pupil Roster	None	6
Supplemental Roster	None	7
Office Roster	01	8
CTBS Fall: Grade 1	07 (1)	9
CTBS Fall: Grade 3	07 (3)	9
CTBS Spring: Grade 1	27 (1)	9
CTBS Spring: Grade 3	27 (3)	9
SSA Fall: Grade 1	07 (1)	9
SSA Fall: Grade 3	07 (3)	9
SSA Spring: Grade 1	27 (1)	9
SSA Spring: Grade 3	27 (3)	9
Expanded Class Roster and Expanded Pupil Roster	(Alpha Code)	10
Student File: First Grade		
Reading	STUD R1	11
Math	STUD M1	11
Student File: Third Grade		
Reading	STUD R3	11
Math	STUD M3	11

The first six rosters were all used for the purpose of assigning numerical identification codes to all study participants and for tracking students in terms of such measures as from whom they received instruction in a particular area, the length of supplemental instruction, and the minutes per week of supplemental instruction. Samples of each are included herein. The rosters were not analyzed directly but were used in the Study staff compilation of the Office Roster, a summary roster that linked up all identification codes and provided further information on compensatory education (supplemental) instruction. This roster was verified in the spring of the study and then used directly in the formation of file 01. File 01[2] was used in the development of the Expanded Class Roster and Expanded Pupil Roster.

The major dependent measures of the Study were achievement test scores in reading and math and attitude test scores in reading and math. Attitude scores (SSA) were entered directly onto the achievement tests booklets (CTBS) and were, thus, included in the same file. The basic data files for the CTBS consisted of the student responses on an item-by-item basis. These responses were scored and the total raw scores per subtest and total subject area entered onto the Expanded Class Roster and the Expanded Pupil Roster along with the attitude scores.

The data from the expanded rosters and from Files 75/76 were used to build the Student Files which were entered on all analysis files.

ROSTER OF ELEMENTARY SCHOOLS PARTICIPATING IN THE INSTRUCTIONAL DIMENSIONS STUDY
(OFFICE USE ONLY)

SCHOOL DISTRICT____________________ SITE COORDINATOR____________________

(OFFICE USE ONLY) School I.D.	School Name	Principal Name	No. of Participating Teachers	No. 1st Grade Classes		No. 3rd Grade Classes	
				Reading	Math	Reading	Math

(OFFICE USE ONLY)

ROSTER OF CLASSROOMS

School Building: ______________________

School District: ______________________

Site Coordinator: ______________________

List all classrooms participating in the Instructional Dimensions Study and all teachers providing reading and math instruction for these classrooms. Use as many lines as necessary to describe the teachers for a classroom and keep these lines together for each class. Begin with the first grade classrooms. The code numbers are for office use only. Copy the unique teacher number from the Roster of Teachers.

Grade	Unique Class ID	Unique Teacher ID	Teacher Type	Room Number	Comments

(OFFICE USE ONLY)

ROSTER OF TEACHERS

School Building: ______________________________

School District: ______________________________

Site Coordinator: ______________________________

List all reading and math teachers participating in the Instructional Dimensions Study, whether they are regular, supplemental or team teachers. Begin with the first grade teachers. Do not enter a teacher more than once, even if she teaches both first and third grades. The unique teacher number is for office use only.

Grade	Unique Teacher ID	Teacher Name	Subjects Taught	Comments

MASTER PUPIL ROSTER (OFFICE USE ONLY)

OMB NO. 051-576037
EXPIRES 9/30/77

School District ______________ School Building ______________

Site Coordinator ______________ Main/Regular Teacher ______________ Grade _____

List all pupils from the main or regular teacher roster. When additional math or reading teachers provide instruction on a regular basis (but are not supplemental teachers) enter the Unique Teacher Numbers beside the pupils receiving the instruction. All pupil and teacher I.D. codes are for office use only. Begin numbering the pupils with 01.

Pupil ID Code	Pupil Name	M F	Unique Teacher ID Codes		Pupil ID Code	Pupil Name	M F	Unique Teacher ID Codes	
			Math	Read				Math	Read

KIRSCHNER ASSOCIATES INC.

SUPPLEMENTAL INSTRUCTION PUPIL ROSTER (OFFICE USE ONLY)

School District ____________________ School Building ____________________ Grade _____

Site Coordinator ____________________

OMB NO. 051-S76037
EXPIRES 9/30/77

Main/Regular Teacher:		NUMBER OF MINUTES PER WEEK IN EACH SETTING			NUMBER OF			
PUPIL NAME	M F	DURING REGULAR ACTIVITY PERIODS	DURING OTHER SCHOOL HOURS	OUTSIDE REGULAR SCHOOL HOURS	DAYS PER WEEK	TOTAL WEEKS	SUPPLEMENTAL TEACHER'S NAME	UNIQUE TEACHER ID

PASTE OR TAPE COPY OF ROSTER HERE

File of

Office Roster

VIII-8

CG 11111015 FL

chool Building --------------- Date Verified / / 1977

egular Teacher --------------- Site Coordinator ------------

ubject ------ Grade ---

Special Notes --

Supplemental Teacher --------- Time Slot Number ----

upplemental Program (1.) Start date / / 76 (2.) Ending date / / 77

upils Receiving Supplemental Instructio

Pup No.	Minutes Per Weeks	Min During Reg. Read Instructn	Expect No. of Weeks	Pup No.	Minutes Per Weeks	Min During Reg. Read Instructn	Expec No. o Weeks
1	----	----	----	19	----	----	----
2	----	----	----	20	----	----	----
3	----	----	----	21	----	----	----
4	----	----	----	22	----	----	----
5	----	----	----	23	----	----	----
6	----	----	----	24	----	----	----
7	----	----	----	25	----	----	----
8	----	----	----	26	----	----	----
9	----	----	----	27	----	----	----
10	----	----	----	28	----	----	----
11	----	----	----	29	----	----	----
12	----	----	----	30	----	----	----
13	----	----	----	31	----	----	----
14	----	----	----	32	----	----	----
15	----	----	----	33	----	----	----
16	----	----	----	34	----	----	----
17	----	----	----	35	----	----	----
18	----	----	----	36	----	----	----

TEST REFERENCES

FIRST GRADE

CTB/McGraw-Hill, *Comprehensive Tests of Basic Skills, Expanded Edition, Level B, Form S*. (Monterey, California: McGraw-Hill, Inc.) 1974.[1]

Subtests administered (following standard CTBS procedures as to time, directions, etc.)

Practice Test,[2] Letter Sounds, Word Recognition I, Reading Comprehension, Word Recognition II, Mathematics Concepts and Applications, Mathematics Computation.

Hogan, T.P. *SSA: Survey of School Attitudes, Primary Level, Form A*. New York: Harcourt Brace Jovanovich, Inc., 1975.

The original test contained 72 items. A special edition of the *SSA* was printed for the IDS Study that consisted only of the items measuring attitude toward reading and math. No changes were made in any of the items or in the procedures for administering the test. The same test was given in the fall and in the spring.

THIRD GRADE

CTB/McGraw-Hill, *Comprehensive Tests of Basic Skills, Expanded Edition, Level 1, Forms S and T*[3]

Subtests administered (following standard CTBS procedures as to time, directions, etc.): Reading Vocabulary, Reading Comprehension, Mathematics Computation, Mathematics Concepts and Applications.

Hogan, T.P. *SSA: Survey of School Attitudes, Primary Level, Form A*. New York: Harcourt Brace Jovanovich, Inc., 1975.

This was the exact same test as for first grade.

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[1] Administered in the Fall and the Spring.

[2] Administered only in the Fall.

[3] Form S was administered in the Fall and Form T in the Spring.

Number	Class Measures
1	Teacher ID
2	Not used
3	Not used
4	Not used
5	No. School Days Till Posttest
6	Not used
7	Method of Assignment to Classes
8	Comp. Ed. Type of Class

Number	Pupil Measures
1	Supplemental Teacher ID
2	Weeks of Supplemental Instruction
3	Days Absent
4	Days Present
5	Minutes/Week of Supplemental Instruction
6	Regular Teacher ID
7	Minutes/Week of Overlapping Supplemental Instruction
8	CTBS Pretest Scores
9	CTBS Pretest Omits
10	CTBS Posttest Scores
11	CTBS Posttest Omits
12	SSA Pretest Scores
13	SSA Posttest Scores

Within the file, both class and pupil level data were maintained.

Number	Measure
1	Yearly minutes of regular instruction (divided by 10) X_1 = Minutes of regular instruction per week (Measure 5 MAF) divided by 5, with result multiplied by number of days in school year (Measure 10 MAF)
2	Yearly minutes of supplemental instruction (divided by 10) X_1 = Minutes of supplemental instruction per week (Measure 173 MAF) multiplied by number of weeks of supplemental instruction. (Measure 172 MAF).
3	Yearly minutes of overlap between regular and supplemental instruction (divided by 10). X_3 = Minutes per week of overlap (Measure 174 MAF) multiplied by number of weeks of supplemental instruction (Measure 172 MAF)
4	Days present Since the number of school days over which days absent differed across districts and schools, the following computations were done: X = Days of school over which absences computed (inserted into file) Y = Days absent (Measure 3 from Expanded Pupil Roster Z = Days between start of school and posttest (Measure 5 Expanded Class Roster) $\frac{X-Y}{X} * 100.00$ = Proportion of Days Present (P) Days Present = P X Z
5	Days Absent X_5 = From measure 3 on Expanded Pupil Roster

Number	Measure
6	Main support for compensatory education program 1 = Title I 2 = ESAA 3 = State Comp. Ed. Program (State A) 4 = State Comp. Ed. Program (States B and C) 5 = (not assigned) 6 = 1+3 7 = Other local education agency 8 = 1+4
7	Overlap between items instructed in curriculum materials and CTBS posttest (Reading or Math) from Measure 5, 75/76 D File.
8	SSA Pretest (Reading or Math)
9	SSA Posttest (Reading or Math)
10	CTBS Pretest (Reading or Math)
11	CTBS Posttest (Reading or Math)
12	Signal for omitted Pretest
13	Signal for omitted Posttest

An additional two measures were derived from this file. The resulting values appear on the Instructional Units Master Analysis Files, with the source listed as Student File. These, therefore, are noted below.

W_R: Weight for Regular Teacher (annual minutes)
W_S: Weight for Supplemental Teacher (annual minutes)
M_R = Yearly minutes regular instruction (Measure 1, this file)
M_S = Yearly minutes supplemental instruction (Measure 2, this file)
M_0 = Yearly minutes of overlap between regular and supplemental instruction.
T = Total minutes yearly instruction

$$T = (M_R - M_0) + M_S$$

$$W_R = T - M_S$$

$$W_S = M_S$$

SECTION IX: ANALYSIS FILES

Instrument	File Code	Page
Regular Classroom Teachers Master Analysis File (MAF)		
R1	43	3
M1	44	3
R3	45	3
M3	46	3
Instructional Units Master Analysis File (IUD)		
R1	93	20
M1	94	20
R3	95	20
M3	96	20

All data processing had as a final goal the compilation of Analysis Files. These eight files contained all measures that could potentially be aggregated into composite scores per dimension. The Regular Classroom Teachers Master Analysis File (MAF) represents only the measures related to instruction provided in the regular classroom. The Instructional Units Master Analysis File represents all measures collected on both the regular teacher and the compensatory education (supplemental) teachers. Data reduction procedures resulted in the deletion of some measures from both analysis files. (For a discussion of these results for the Instructional Units Master Analysis File, see Study Findings.)

The data files for the regular classroom teachers used on the student level all students who had received instruction in the particular subject area from the teacher. It was, thus, at the classroom level. The instructional units files, however, were created differently on the student level. Each regular classroom was divided into one or more instructional units. When students in a regular classroom received no compensatory education, (supplemental) instruction the classroom unit

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[1] Measure numbers are not consecutive due to last minute changes in the assignment of measures to dimensions.

was identical to the instructional unit. However, if, for example, 15 pupils received instruction from only the regular teacher (A) and the remaining ten pupils received instruction from the regular teacher (A) as well as a supplemental teacher (B), two instructional units were formed. The first unit consisted of the 15 pupils receiving regular only and the second unit, the 10 pupils receiving both kinds of instruction. Since students in the second unit had two teachers, all teacher measures were weighted by amount of time the particular teachers instructed the students and then averaged, using the following formula:

$$\frac{W_1 X_1 + W_2 X_2}{W_1 + W_2}$$

For the exact computations used in forming these weights, see the data file documentation on the Student Files.

Due to the nature of some measures on the Instructional Units analysis files, they were not weighted. Measures not weighted are listed below:

Number(s)	Measure
3	# minutes in school day
5	# minutes/week in subject
6	# minutes/night of homework
155-161	All program cost measures
230-235	All program costs percents
165-176	All setting measures
178-226	All student measures

Regular Classroom Teachers Master Analysis File

(Files: 43 = Reading 1, 44 = Math 1, 45 = Reading 3, 46 = Math 3)

(All Measures Coded XXXXXXXX.XXXX)

DIMENSION	MEASURE	NO.	SOURCE LOCATION	
Amount of Time (Available to Learn Subject Matter)	# students enrolled	1	1	Merged Interviews
	% students present (00-99)	2	2	Merged Interviews
	# minutes in school day	3	3	Merged Interviews
	# person-hours/week of parent and aide instructors	4	4	Merged Interviews
	# minutes/week in subject	5	5	Merged Interviews
	# minutes/night of homework	6	6	Merged Interviews
	# students transferring in	7	7	Merged Interviews
	# students transferring out	8	8	Merged Interviews
	average # of days of attendance	9	4	Expanded Pupil Roster
	# days in school year	10	1	54 D File
	# days between start of school and posttest	11	5	Expanded Class Roster
	% students on task (00-99)	12	44	42/62 D File
Curriculum Overlap	no. items in total test overlapping with curriculum materials:			
	• From Teacher Estimate	13	X	15 D File (X=7 for reading, 8 for math)
	• From P.C.R's	14	5	75/76 D File

Regular Classroom Teachers Master Analysis File

(Files: 43 = Reading 1, 44 = Math 1, 45 = Reading 3, 46 = Math 3)

DIMENSION	MEASURE	NO.	SOURCE LOCATION
Curriculum Motivators	degree of interest of materials with respect to (w.r.t.):		
	• main published curriculum materials (1-5)	15	9 Merged Interviews
	• teacher's materials (1-3)	16	1 83/84 D File
	• student textbook (1-3)	17	2 83/84 D File
	• student workbook (1-3)	18	3 83/84 D File
	degree of variation of format within mode with respect to:		
	• teacher's materials (1-3)	19	5 83/84 D File
	• student textbook (1-3)	20	6 83/84 D File
	• student workbook (1-3)	21	7 83/84 D File
	number of modes of instruction (A)	22	4 83/84 D File
	number of modes of instruction (B)	23	10 Merged Interviews
	speed of correction on product (1-5)	24	11 Merged Interviews
Interpersonal Motivators	degree of peer tutoring (1-5)	25	12 Merged Interviews
	degree of use of games and contests (0-5)	26	13 Merged Interviews
	degree of self-evaluation (0-5)	27	14 Merged Interviews
	degree of self-management w.r.t:		
	• seating (0-5)	28	15 Merged Interviews
	• working alone (0-5)	29	16 Merged Interviews
	degree of teacher contingent praise (00-50)	30	38 42/62 D File

Regular Classroom Teachers Master Analysis File

(Files: 43 = Reading 1, 44 = Math 1, 45 = Reading 3, 46 = Math 3)

DIMENSION	MEASURE	NO.	SOURCE LOCATION
Interpersonal Motivators (Continued)	degree of teacher general praise (00-50)	31	39 42/62 D File
	rate of individual negative teacher behavior (hourly)	32	9 42/62 D File
	rate of group negative teacher behavior (hourly)	33	10 42/62 D File
Management Information	rate of individual management statements (hourly)	34	11 42/62 D File
	rate of group management statements (hourly)	35	12 42/62 D File
	rate of individual cognitive management statements (hourly)	36	13 42/62 D File
	rate of group cognitive management statements (hourly)	37	14 42/62 D File
Cognitive Teaching to Individuals	rate of individual cognitive statements alone (hourly)	38	16 42/62 D File
	rate of individual cognitive questions (hourly)	40	19 42/62 D File
	rate of child-initiated responses (hourly)	42	25 42/62 D File
	raate of individual child responses (hourly)	43	22 42/62 D File
	ratio of cognitive-to-management statements (multiplied by 100)	45	45 42/62 D File
	rate of individual student cognitive contacts (hourly)	46	30 42/62 D File
	rate of extended tutoring time (hourly)	54	27 42/62 D File

Regular Classroom Teachers Master Analysis File

(Files: 43 = Reading 1, 44 = Math 1, 45 = Reading 3, 46 = Math 3)

DIMENSION	MEASURE	NO.	SOURCE LOCATION
Cognitive Teaching to Small Groups	rate of small group cognitive statements alone (hourly)	39	17 42/62 D File
	rate of small group cognitive questions (hourly)	41	20 42/62 D File
	rate of small group child responses (hourly)	44	23 42/62 D File
	rate of small group student cognitive contacts (hourly)	47	31 42/62 D File
	rate of personal/tangential information (hourly)	52	15 42/62 D File
Cognitive Teaching to Whole Class	rate of congitive statements alone (hourly)	48	18 42/62 D File
	rate of cognitive questions (hourly)	49	21 42/62 D File
	rate of child responses (hourly)	50	24 42/62 D File
	rate of lecture time (hourly)	55	28 42/62 D File
Interactive Behaviors and Experience	#years of teaching experience	56	17 Merged Interviews
	teacher rating of amount of training received (0-3)	57	93 Merged Interviews
	teacher rating of quality of training received (0-5)	58	94 Merged Interviews
	rate of silences or non-verbal time (hourly)	51	26 42/62 D File

Regular Classroom Teachers Master Analysis File

(Files: 43 = Reading 1, 44 = Math 1, 45 = Reading 3, 46 = Math 3)

DIMENSION	MEASURE	NO.	SOURCE LOCATION	
Interactive Behaviors and Experience (cont.)	rate of teacher errors (hourly)	53	29	42/62 D File
	degree to which active responses received (00-50)	59	32	42/62 D File
	degree to which teacher models responses (00-50)	60	33	42/62 D File
	degree to which teacher refers to earlier curricular information (00-50)	61	34	42/62 D File
	degree to which teacher focuses child's attention (00-50)	62	35	42/62 D File
	degree to which teacher solicits child's opinion on correctness of response (00-50)	63	36	42/62 D File
	degree to which teacher refers to earlier success (00-50)	64	37	42/62 D File
	degree to which teacher interacts clearly, concisely, and accurately with students (00-50)	65	42	42/62 D File
	degeee to which teacher manages class effectively (00-50)	66	43	42/62 D File
	degree to which child receives feedback (00-50)	67	41	42/62 D File
	degree to which teacher interacts with individual students (00-50)	68	40	42/62 D File
Matching by Pretests	presence of curriculum-referenced placement test (1-2)	69	11	83/84 D File
	placement procedures used by the teacher:			

Regular Classroom Teachers Master Analysis File

(Files: 43 = Reading 1, 44 = Math 1, 45 = Reading 3, 46 = Math 3)

DIMENSION	MEASURE	NO.	SOURCE LOCATION	
Matching by Pretests (Cont.d)	● standardized test results (1-2)	70	18	Merged Interviews
	● curriculum-provided tests (1-2)	71	19	Merged Interviews
	● teacher-made tests (1-2)	72	20	Merged Interviews
	● placement of child at end of previous year (1-2)	73	21	Merged Interviews
	● observation of work sample (1-2)	74	24	Merged Interviews
	● conference with pupil (1-2)	75	26	Merged Interviews
	● starts at beginning of material (1-2)	76	27	Merged Interviews
	● conference with specialist, specialist's recommendation (1-2)	77	25	Merged Interviews
	● wishes of child/parent; other (1-2)	78	28	Merged Interviews
	presence of curriculum pretests (1-2)	79	13	83/84 D File
Matching by Mastery	presence of curriculum posttests (1-2)	80	14	83/84 D File
	presence and use of curriculum-provided method to assess mastery (1-2)	81	29	Merged Interviews
	presence of curriculum method to assess overall learning (1-2)	82	12	83/84 D File
	how teacher assesses mastery:			
	● standardized test results (1-2)	83	30	Merged Interviews
	● curriculum-provided tests (1-2)	84	31	Merged Interviews
	● teacher-made tests (1-2)	85	32	Merged Interviews

Regular Classroom Teachers Master Analysis File

(Files: 43 = Reading 1, 44 = Math 1, 45 = Reading 3, 46 = Math 3)

DIMENSION	MEASURE	NO.	SOURCE LOCATION
Matching by Mastery (Cont.d)	• review of in-class assignments (1-2)	86	33 Merged Interviews
	• review of homework (1-2)	87	34 Merged Interviews
	• completion of work units (1-2)	88	35 Merged Interviews
	• observation of work sample (1-2)	89	36 Merged Interviews
	• conference with specialists (1-2)	90	37 Merged Interviews
	• conference with pupil (1-2)	91	38 Merged Interviews
	• other (1-2)	92	39 Merged Interviews
lternative Learning outes	presence of various curriculum-suggested alternative activities when difficulties encountered:		
	• no additional practice opportunities are provided (1-2)	93	21 83/84 D File
	• additional practice exercises are provided (1-2)	94	22 83/84 D File
	• new ways of repeating incompletely mastered material are provided for the teacher and students (1-2)	95	23 83/84 D File
	• referrals to other materials (e.g., supplemental texts, books, films, audio cassettes) are provided (1-2)	96	24 83/84 D File
	teacher-suggested alternative routes when difficulties encountered:		
	• have child repeat content using different materials (1-2)	97	40 Merged Interviews

Regular Classroom Teachers Master Analysis File

(Files: 43 = Reading 1, 44 = Math 1, 45 = Reading 3, 46 = Math 3)

DIMENSION	MEASURE	NO.	SOURCE LOCATION	
Alternative Learning Routes (Cont.d)	• repeat the identical work material (1-2)	98	41	Merged Interviews
	• give extra homework (1-2)	99	42	Merged Interviews
	• give extra in-class assignments (1-2)	100	43	Merged Interviews
	• give one-to-one remedial instruction (1-2)	101	44	Merged Interviews
	• use curriculum-suggested remedial work (1-2)	102	45	Merged Interviews
	• depends completely upon the individual child (1-2)	103	46	Merged Interviews
	• continue on, planning to come back later (1-2)	104	47	Merged Interviews
	• consult with specialist (1-2)	105	48	Merged Interviews
	• nothing (1-2)	106	49	Merged Interviews
	• other (1-2)	107	50	Merged Interviews
	specificity of objectives (1-4)	143	8	83/84 D File
	degree to which materials match objectives (0-3)	144	9	83/84 D File iews
Testing Practices	avg. # days since last mastery test	110	4	16/36 D File
	range of days since last mastery test	111	5	16/36 D File
	percent (00-99) correct on last mastery test	112	6	16/36 D File
	frequency of testing (1-6)	113	52	Merged Interviews
	degree to which testing varies by individual student (1-5)	114	53	Merged Interviews

Regular Classroom Teachers Master Analysis File
(Files: 43 = Reading 1, 44 = Math 1, 45 = Reading 3, 46 = Math 3)

DIMENSION	MEASURE	NO.	SOURCE LOCATION
Testing Practices (cont.)	use of tests with respect to:		
	• grading (1-2)	115	54 Merged Interviews
	• assessment of mastery (1-2)	116	55 Merged Interviews
	• diagnosis (1-2)	117	56 Merged Interviews
	• prescription (1-2)	118	57 Merged Interviews
	• other uses (1-2)	119	58 Merged Interviews
	overlap between mastery tests (quizzes and exams) and curriculum (0-3)	120	10 83/84 D File
Sequencing and Pacing	clarity of sequence (1-5)	121	59 Merged Interviews
	presence of explicit rules for sequencing (1-2)	122	16 83/84 D File
	extent to which teacher follows sequence (1-5)	123	60 Merged Interviews
	extent to which sequence varies within classroom (0-3)	124	61 Merged Interviews
	extent to which teacher creates supplemental materials to improve sequence (1-5)	125	62 Merged Interviews
	presence of various types of sequencing:		
	• each segment of instruction is prerequisite to the next (1-2)	126	17 83/84 D File
	• different alternatives are given based on a student's preference and/or previous performance (1-2)	127	18 83/84 D File
	• materials may be used in any order (1-2)	128	19 83/84 D File

Regular Classroom Teachers Master Analysis File

(Files: 43 = Reading 1, 44 = Math 1, 45 = Reading 3, 46 = Math 3)

DIMENSION	MEASURE	NO.	SOURCE LOCATION	
Sequencing and Pacing (Con.d)	• no explicit information on sequencing is given (1-2)	129	20	83/84 D File
	presence of self-pacing (0-16)	130	63	Merged Interviews
	extent to which students must meet deadlines (0-4)	131	64	Merged Interviews
	presence of rules or guidelines for pacing (1-3)	132	15	83/84 D File
	amount of review (percent--00 to 99--of student texts devoted to review)	133	25	83/84 D File
Assignments and Grouping	percentage (>00-99) unique assign.	108	2	16/36 D File
	degree to which unique assignments are made to individual students(1-4)	109	51	Merged Interviews
	% (00-99) time spent in groups of:			
	• entire class	134	65	Merged Interviews
	• subgroups of 11 or more	135	66	Merged Interviews
	• subgroups of 5-10	136	67	Merged Interviews
	• subgroups of 2-4	137	68	Merged Interviews
	• one-to-one	138	69	Merged Interviews
	• other groups	139	70	Merged Interviews
	# of groups	140	71	Merged Interviews
	average group size	141	72	Merged Interviews
	frequency of regrouping (0-9)	142	73	Merged Interviews
	readability level (approx. grade level, > 0.000 to 9.99 times 10) (Reading only)	145	26	83 D File

Regular Classroom Teachers Master Analysis File

(Files: 43 = Reading 1, 44 = Math 1, 45 = Reading 3, 46 = Math 3)

DIMENSION	MEASURE	NO.	SOURCE LOCATION
Teaching at [illegible] Teaching	# years of experience within district	146	74 Merged interviews
	# years of experience within sch.	147	75 Merged interviews
Formal Education	highest level of formal education attained (1-8)	148	76 Merged interviews
Recent Training	# hours (during past three years) in various training activities:		
	• visits or demonstrations by others in the teacher's classroom	149	77 Merged interviews
	• visiting or observing other teachers or aides in their classrooms	150	78 Merged interviews
	• consultation with specialists or trainers, not in the classroom	151	79 Merged interviews
	• videotapes of model teaching episodes	152	80 Merged interviews
	• videotaping of the teachers or aides themselves in teaching episodes	153	81 Merged interviews
	• workshops	154	82 Merged interviews
	• materials mailed to the teacher or aide for his or her own use	155	83 Merged interviews
	• courses for college credit	156	84 Merged interviews
	# hours (during past three years) in various content areas:		

Regular Classroom Teachers Master Analysis File

(Files: 43 = Reading 1, 44 = Math 1, 45 = Reading 3, 46 = Math 3)

DIMENSION	MEASURE	NO.	SOURCE LOCATION
Recent Training (cont'd)	• introduction of new instructional techniques	157	85 Merged Interviews
	• introduction of new content material	158	86 Merged Interviews
	• utilization of instructional equipment and material	159	87 Merged Interviews
	• measurement, evaluation, reporting project planning, and design	160	88 Merged Interviews
	• general orientation to the philosophy of compensatory education, culture and personality of educationally disadvantaged children	161	89 Merged Interviews
	• types of learning disabilities	162	90 Merged Interviews
	• utilization of supporting services or utilization of other resources in the community	163	91 Merged Interviews
	• instruction in a foreign language	164	92 Merged Interviews
Program Cost	cost ($/student annually) of regular classroom instruction	165	55 99 File
	cost ($/student annually) of supplemental instruction	166	56 99 File
	cost ($/student annually) of program planning	167	57 99 File
	cost ($/student annually) of program training	168	58 99 File
	cost ($/student annually) of program decision making	169	59 99 File

Regular Classroom Teachers Master Analysis File

(Files: 43 = Reading 1, 44 = Math 1, 45 = Reading 3, 46 = Math 3)

DIMENSION	MEASURE	NO.	SOURCE LOCATION
rogram Cost (cont'd)	cost ($/student annually) of program administration	170	60 99 File
	total program cost ($/student annually)	171	61 99 File
uration of Supplemental nstruction	no. of weeks of supplemental instruction	172	2 Expanded Pupil Roster
	minutes/week of supplemental instruction	173	5 Expanded Pupil Roster
	minutes/week supplemental instruction overlaps with regular R/M instruction	174	7 Expanded Pupil Roster
etting	presence of additional instruction (1-2)	175	100 Merged Interviews
	whether room(s) other than other regular classroom teacher's room(s) used (1-2)	176	101 Merged Interviews
	percent (000-100) of classroom receiving additional instruction	177	102 Merged Interviews
	whether students receive instruction as an intact group (1-2)	178	103 Merged Interviews
	percent (000-100) of total instruction represented by additional instruction	179	104 Merged Interviews
	frequency of discussion between the regular instructor and additional teacher(s) (1-5)	180	105 Merged Interviews
	Mainstream (1-2) M(100) = 1; M(101) = 1; M(102) = 000; M(104) = 2	181	106 Merged Interviews

Regular Classroom Teachers Master Analysis File

(Files: 43 = Reading 1, 44 = Math 1, 45 = Reading 3, 46 = Math 3)

DIMENSION	MEASURE	NO.	SOURCE LOCATION
Setting (cont'd)	Supplemental, Intact (1-2): $M(100) > 1$ $M(101) = 1$ $M(102) = 100$ $M(104) = 2$	182	107 Merged Interviews
	Supplemental, Non-Intact (1-2): $M(100) > 1$ $M(101) = 1$ $M(102) < 100$ $M(104) = 1$	183	108 Merged Interviews
	Pullout, Intact (1-2): $M(100) > 1$ $M(101) > 1$ $M(102) = 100$ $M(104) = 2$	184	109 Merged Interviews
	Pullout, Non-Intact (1-2): $M(100 > 1$ $M(101) > 1$ $M(102) < 100$ $M(104) = 1$	185	110 Merged Interviews
Homogeneous Grouping	method of assignment of students to classrooms 1 = heterogeneous 2 = homogeneous	186	1 16/36 D File
Compensatory Education Program	main support for classroom as identified by coordinator 1 = Title 1, 2 = ESAA, 3 = State comp. ed. program (State A) 4 = State comp. ed. program (States B and C) 5 = Not assigned) 6 = 1+3, 7 = Other local, 8 = 1+4.	187	6 Student File

Regular Classroom Teachers Master Analysis File

(Files: 43 = Reading 1, 44 = Math 1, 45 = Reading 3, 46 = Math 3)

DIMENSION	MEASURE	NO.	SOURCE LOCATION	
Attendance	Days since start of school (M File 11) minus days absent.	188	4	Student File
Achievement	Raw number CTBS items correct, total reading pretest, total reading posttest. (Matched pre-post pupil scores)	189 190	10 11	Student File Student File
	Raw number CTBS items correct, total reading pretest, total reading posttest. (Unmatched pre-post pupil scores)	191 192	10 11	Student File Student File
	Raw number CTBS items correct, total math pretest, total math posttest. (Matched pre-post pupil scores)	193 194	10 11	Student File Student File
	Raw number CTBS items correct, total math pretest, total math posttest. (Unmatched pre-post pupil scores)	195 196	10 11	Student File Student File
Attitude	Scored Survey of School Attitudes, reading scale pretest, reading scale posttest. (Matched pre-post pupil scores)	197 198	8 9	Student File Student File
	Scored Survey of School Attitudes, reading scale pretest, reading scale posttest. (Unmatched pre-post pupil scores)	199 200	8 9	Student File Student File
	Scored Survey of School Attitudes, math scale pretest, math scale posttest. (Matched pre-post pupil scores)	201 202	8 9	Student File Student File

Regular Classroom Teachers Master Analysis File

(Files: 43 = Reading 1, 44 = Math 1, 45 = Reading 3, 46 = Math 3)

DIMENSION	MEASURE	NO.	SOURCE LOCATION
Attitude (cont'd)	Scored Survey of School Attitudes, math scale pretest, math scale posttest. (Unmatched pre-post pupil scores)	203 204	8 Student File 9 Student File
Achievement Variation	Std. Dev. CTBS items correct, total reading pretest, total reading posttest. (Matched pre-post pupil scores)	205 206	10 Student File 11 Student File
	Std. Dev. CTBS items correct, total reading pretest, total reading posttest. (Unmatched pre-post pupil scores)	207 208	10 Student File 11 Student File
	Std. Dev. CTBS items correct, total math pretest, total math posttest. (Matched pre-post pupil scores)	209 210	10 Student File 11 Student File
	Std. Dev. CTBS items correct, total math pretest, total math posttest. (Unmatched pre-post pupil scores)	211 212	10 Student File 11 Student File
Attitude Variation	Std. Dev. Survey of School Attitudes, reading scale pretest, reading scale posttest. (Matched pre-post pupil scores)	213 214	8 Student File 9 Student File
	Std. Dev. Survey of School Attitudes, reading scale pretest, reading scale posttest. (Unmatched pre-post pupil scores)	215 216	8 Student File 9 Student File
	Std. Dev. Survey of School Attitudes, math scale pretest, math scale posttest. (Matched pre-post pupil scores)	217 218	8 Student File 9 Student File

Regular Classroom Teachers Master Analysis File

(Files: 43 = Reading 1, 44 = Math 1, 45 = Reading 3, 46 = Math 3)

DIMENSION	MEASURE	NO.	SOURCE LOCATION	
Attitude Variation (cont'd)	Std. Dev. Survey of School Attitudes, math scale pretest, math scale posttest. (Unmatched pre-post pupil scores)	219 220	8 9	Student File Student File
Class Size	Pretest total reading N, posttest total reading N. (matched pre-post pupils)	221 222	10 11	Student File Student File
	Pretest total reading N, posttest total readingN. (unmatched pre-post pupils)	223 224	10 11	Student File Student File
	Pretest total math N, posttest total math N. (matched pre-post pupils)	225 226	10 11	Student File Student File
	Pretest total math N, posttest total math N. (unmatched pre-post pupils)	227 228	10 11	Student File Student File
	Pretest total reading attitudes N, posttest total reading attitudes N. (matched pre-post pupils)	229 230	8 9	Student File Student File
	Pretest total reading attitudes N, posttest total reading attitudes N. (unmatched pre-post pupils)	231 232	8 9	Student File Student File
	Pretest total math attitudes N, posttest total math attitudes N. (matched pre-post pupils)	233 234	8 9	Student File Student File
	Pretest total math attitudes N, posttest total math attitudes N. (unmatched pre-post pupils)	235 236	8 9	Student File Student File

Instructional Units Master Analysis File

(Files: 93 = Reading 1, 94 = Math 1, 95 = Reading 3, 96 = Math 3)

(All Measures Coded XXXXXXXX.XXXX)

DIMENSION	MEASURE	NO.	SOURCE LOCATION	
Amount of Time (Available to Learn Subject Matter)	# students enrolled	1	1	Merged Interviews
	% students present (00-99)	2	2	Merged Interviews
	# minutes in school day	3	3	Merged Interviews
	# person-hours/week of parent and aide instructors	4	4	Merged Interviews
	# minutes/week in subject	5	5	Merged Interviews
	# minutes/night of homework	6	6	Merged Interviews
	# students transferring in	7	7	Merged Interviews
	# students transferring out	8	8	Merged Interviews
	average # of days of attendance	9	9	MAF
	# days in school year	10	10	MAF
	# days between start of school and posttest	11	11	MAF
	% (00-99) students on task	12	44	42/62 D File
Curriculum Overlap	No. items in total test overlapping with curriculum materials:			
	• From Teacher Estimate	13	X	15 D File (X=7 for reading, for math)
Curriculum Motivators	degree of interest of main published curriculum materials (1-5)	14	9	Merged Interviews
	degree of use of non-subject materials (e.g., ecology, science) (1-6)	15	30	04/24 D File
	presence of integrative approach (teaching reading and math together) (1-2)	16	3	04/24 D File

Instructional Units Master Analysis File

(Files: 93 = Reading 1, 94 = Math 1, 95 = Reading 3, 96 = Math 3)

(All Measures Coded XXXXXXXX.XXXX)

DIMENSION	MEASURE	NO.	SOURCE LOCATION	
Curriculum Motivators (cont'd)	degree of reliance on:			
	basic text (1-5)	17	6	04/24 D File
	instructional kits (1-5)	18	7	04/24 D File
	teacher-made materials (1-5)	19	8	04/24 D File
	an instructional "system" (1-5)	20	31	04/24 D File
	number of modes of instruction (A)	21	28	04/24 D File
	number of modes of instruction (B)	22	10	Merged Interviews
	speed of correction on product (1-5)	23	11	Merged Interviews
	age of materials (years)	24	10	04/24 D File
	range in age of materials (years)	25	11	04/24 D File
Interpersonal Motivators	degree of peer tutoring (1-5)	26	12	Merged Interviews
	degree of use of games and contests (0-5)	27	13	Merged Interviews
	degree of reliance on games and contests (1-5)	28	9	04/24 D File
	degree of self-evaluation (0-5)	29	14	Merged Interviews
	degree of self-management w.r.t:			
	• seating (0-5)	30	15	Merged Interviews
	• working alone (0-5)	31	16	Merged Interviews
	degree of teacher contingent praise (00-50)	32	38	42/62 D File
	degree of teacher general praise (00-50)	33	39	42/62 D File
	rate of individual negative teacher behavior (hourly)	34	9	42/62 D File

Instructional Units Master Analysis File

(Files: 93 = Reading 1, 94 = Math 1, 95 = Reading 3, 96 = Math 3)

(All Measures Coded XXXXXXXX.XXXX)

DIMENSION	MEASURE	NO.	SOURCE LOCATION	
Interpersonal Motivators (cont.)	rate (# of occurrences per hour) of group negative teacher behavior	35	10	42/62 D File
Management Information	rate (# of occurrences per hour) of individual management statements	36	11	42/62 D File
	rate (# of occurrences per hour) of group management statements	37	12	42/62 D File
	rate (# of occurrences per hour) of individual cognitive management statements	38	13	42/62 D File
	rate (# of occurrences per hour) of group cognitive management statements	39	14	42/62 D File
Cognitive Teaching to Individuals	rate of individual cognitive statements alone (hourly)	40	16	42/62 D File
	rate of individual cognitive questions (hourly)	42	19	42/62 D File
	rate of child-initiated responses (hourly)	45	25	42/62 D File
	rate of indiv. child responses (hourly)	45	22	42/62 D File
	ratio (multiplied by 100) of cognitive-to-management statements	47	45	42/62 D File
	rate (# of occurrences per hour) of individual student cognitive contacts	48	30	42/62 D File
	rate (# of occurrences per hour) of extended tutoring time	56	27	42/62 D File

Instructional Units Master Analysis File

(Files: 93 = Reading 1, 94 = Math 1, 95 = Reading 3, 96 = Math 3)

(All Measures Coded XXXXXXXX.XXXX)

DIMENSION	MEASURE	NO.	SOURCE LOCATION
Cognitive Teaching to Small Groups	rate of small group cognitive statements alone (hourly)	41	17 42/62 D File
	rate of small group cognitive questions (hourly)	43	20 42/62 D File
	rate of small group child responses (hourly)	46	23 42/62 D File
	rate (# of occurrences per hour) of small group student cognitive contacts	49	31 42/62 D File
	rate (# of occurrences per hour) of personal/tangential information	54	15 42/62 D File
Cognitive Teaching to Whole Class	rate (# of occurrences per hour) of cognitive statements alone	50	18 42/62 D File
	rate (# of occurrences per hour) of cognitive questions	51	21 42/62 D File
	rate (# of occurrences per hour) of child responses	52	24 42/62 D File
	rate (# of occurrences per hour) of lecture time	57	28 42/62 D File
Interactive Behaviors and Experience	# years of teaching experience	58	17 Merged Interviews
	teacher rating of amount of training received (0-3)	59	93 Merged Interviews
	teacher rating of quality of training received (0-5)	60	94 Merged Interviews
	rate (# of occurrences per hour) of silences or non-verbal time	53	26 42/62 D File
	rate (# of occurrences per hour) of teacher errors	55	29 42/62 D File
	degree to which active responses received (00-50)	61	32 42/62 D File

Instructional Units Master Analysis File

(Files: 93 = Reading 1, 94 = Math 1, 95 = Reading 3, 96 = Math 3)

(All Measures Coded XXXXXXXX.XXXX)

DIMENSION	MEASURE	NO.	SOURCE LOCATION	
Interactive Behaviors and Experience (Cont.d)	degree to which teacher models responses (00-50)	62	33	42/62 D File
	degree to which teacher refers to earlier curricular information (00-50)	63	34	42/62 D File
	degree to which teacher focuses child's attention (00-50)	64	35	42/62 D File
	degree to which teacher solicits child's opinion on correctness of response (00-50)	65	36	42/62 D File
	degree to which teacher refers to earlier success (00-50)	66	37	42/62 D File
	degree to which teacher interacts clearly, concisely, and accurately with students (00-50)	67	42	42/62 D File
	degree to which teacher manages class effectively (00-50)	68	43	42/62 D File
	degree to which child receives feedback (00-50)	69	41	42/62 D File
	degree to which teacher interacts with individual students (00-50)	70	40	42/62 D File

Instructional Units Master Analysis File
(Files: 93 = Reading 1, 94 = Math 1, 95 = Reading 3, 96 = Math 3)
(All Measures Coded XXXXXXXX.XXXX)

DIMENSION	MEASURE	NO.	SOURCE LOCATION
Matching by Pretests (Cont.d)	placement procedures used by the teacher:		
	• standardized test results (1-2)	72	18 Merged Interviews
	• curriculum-provided tests (1-2)	73	19 Merged Interviews
	• teacher-made tests (1-2)	74	20 Merged Interviews
	• placement of child at end of previous year (1-2)	75	21 Merged Interviews
	• observation of work sample (1-2)	76	24 Merged Interviews
	• conference with pupil (1-2)	77	26 Merged Interviews
	• starts at beginning of material (1-2)	78	27 Merged Interviews
	• conference with specialist, specialist's recommendation (1-2)	79	25 Merged Interviews
	• wishes of child/parent; other (1-2)	80	28 Merged Interviews
Matching by Mastery	presence and use of curriculum-provided method to assess mastery (1-2)	81	29 Merged Interviews
	how teacher assesses mastery:		
	• standardized test results (1-2)	82	30 Merged Interviews
	• curriculum provided tests (1-2)	83	31 Merged Interviews
	• teacher-made tests (1-2)	84	32 Merged Interviews
	• review of in-class assignments (1-2)	85	33 Merged Interviews
	• review of homework (1-2)	86	34 Merged Interviews
	• completion of work units (1-2)	87	35 Merged Interviews
	• observation of work sample (1-2)	88	36 Merged Interviews

Instructional Units Master Analysis File

(Files: 93 = Reading 1, 94 = Math 1, 95 = Reading 3, 96 = Math 3)

(All Measures Coded XXXXXXXX.XXXX)

DIMENSION	MEASURE	NO.	SOURCE LOCATION	
Matching by Mastery (Cont.d)	• conference with specialists (1-2)	89	37	Merged Interviews
	• conference with pupil (1-2)	90	38	Merged Interviews
	• other (1-2)	91	39	Merged Interviews
Alternative Learning Routes	teacher-suggested alternative routes when difficulties encountered:			
	• have child repeat content using different materials (1-2)	92	40	Merged Interviews
	• repeat the identical work material (1-2)	93	41	Merged Interviews
	• give extra homework (1-2)	94	42	Merged Interviews
	• give extra in-class assignments (1-2)	95	43	Merged Interviews
	• give one-to-one remedial instruction (1-2)	96	44	Merged Interviews
	• use curriculum-suggested remedial work (1-2)	97	45	Merged Interviews
	• depends completely upon the individual child (1-2)	98	46	Merged Interviews
	• continue on, planning to come back later (1-2)	99	47	Merged Interviews
	• consult with specialist (1-2)	100	48	Merged Interviews
	• nothing (1-2)	101	49	Merged Interviews
	• other (1-2)	102	50	Merged Interviews
		[illegible]	[illegible]	[illegible]
	presence of an organizer or a management system (1-2)	133	1	04/24 D File
	degree of reliance on management system (1-5)	134	5	04/24 D File

Instructional Units Master Analysis File
(Files: 93 = Reading 1, 94 = Math 1, 95 = Reading 3, 96 = Math 3)
(All Measures Coded XXXXXXXX.XXXX)

DIMENSION	MEASURE	NO.	SOURCE LOCATION	
Testing Practices	range of achievement levels represented in curricula (1-5)	71	4	04/24 D File
	avg. # days since last mastery test	105	4	16/36 D File
	range of days since last mastery test	106	5	16/36 D File
	percent (00-99) correct on last mastery test	107	6	16/36 D File
	frequency of testing (1-6)	108	52	Merged Interviews
	use of tests			
	• degree to which testing varies by individual student (1-5)	109	53	Merged Interviews
	• grading (1-2)	110	54	Merged Interviews
	• assessment of mastery (1-2)	111	55	Merged Interviews
	• diagnosis (1-2)	112	56	Merged Interviews
	• prescription (1-2)	113	57	Merged Interviews
	• other uses (1-2)	114	58	Merged Interviews
	prescence of a listing for "learning center" or "interest center" (1-2)	115	2	04/24 D File
	total number of materials listed	116	29	04/24 D File
	number of publishers listed	117	12	04/24 D File
Sequencing and Pacing	clarity of sequence (1-5)	118	59	Merged Interviews
	extent to which teacher follows sequence (1-5)	119	60	Merged Interviews
	extent to which sequence varies within classroom (0-3)	120	61	Merged Interviews

Instructional Units Master Analysis File

(Files: 93 = Reading 1, 94 = Math 1, 95 = Reading 3, 96 = Math 3)

(All Measures Coded XXXXXXXX.XXXX)

DIMENSION	MEASURE	NO.	SOURCE LOCATION	
Sequencing and Pacing (Cont.d)	extent to which teacher creates supplemental materials to improve sequence (1-5)	121	62	Merged Interviews
	Presence of self-pacing (0-16)	122	63	Merged Interviews
	extent to which students must meet deadlines (0-4)	123	64	Merged Interviews
Assignments and Grouping	percentage (> 00-99) unique assignments	103	2	16/36 D File
	degree to which unique assignments are made to individual students (1-4)	104	51	Merged Interviews
	% (00-99) time spent in groups of:			
	• entire class	124	65	Merged Interviews
	• subgroups of 11 or more	125	66	Merged Interviews
	• subgroups of 5-10	126	67	Merged Interviews
	• subgroups of 2-4	127	68	Merged Interviews
	• one-to-one	128	69	Merged Interviews
	• other groups	129	70	Merged Interviews
	# of groups	130	71	Merged Interviews
	average group size	131	72	Merged Interviews
	frequency of regrouping (0-9)	132	73	Merged Interviews
Teaching at Same Level	# years of experience within district	135	74	Merged Interviews
	# years of experience within school	136	75	Merged Interviews
	# years of experience as comp ed subject specialist	137	95	Merged Interviews

Instructional Units Master Analysis File

(Files: 93 = Reading 1, 94 = Math 1, 95 = Reading 3, 96 = Math 3)

(All Measures Coded XXXXXXXX.XXXX)

DIMENSION	MEASURE	NO.	SOURCE LOCATION
Formal Education	highest level attained (1-8)	138	76 Merged Interviews
Recent Training	# hours (during past three years) in various training activities:		
	• visits or demonstrations by others in the teacher's classroom	139	77 Merged Interviews
	• visiting or observing other teachers or aides in their classrooms	140	78 Merged Interviews
	• consultation with specialists or trainers, not in the classroom	141	79 Merged Interviews
	• videotapes of model teaching episodes	142	80 Merged Interviews
	• videotaping of the teachers or aides themselves in teaching episodes	143	81 Merged Interviews
	• workshops	144	82 Merged Interviews
	• materials mailed to the teacher or aide for his or her own use	145	83 Merged Interviews
	• courses for college credit	146	84 Merged Interviews
	# hours (during past three years) in various content areas:		
	• introduction of new instructional techniques	147	85 Merged Interviews
	• introduction of new content material	148	86 Merged Interviews
	• utilization of instructional equipment and material	149	87 Merged Interviews

Instructional Units Master Analysis File

(Files: 93 = Reading 1, 94 = Math 1, 95 = Reading 3, 96 = Math 3)

(All Measures Coded XXXXXXXX.XXXX)

DIMENSION	MEASURE	NO.	SOURCE LOCATION
Recent Training (cont'd)	• measurement, evaluation, reporting, project planning, and design	150	88 Merged Interviews
	• general orientation to the philosophy of compensatory education, culture and personality of educationally disadvantaged children	151	89 Merged Interviews
	• types of learning disabilities	152	90 Merged Interviews
	• utilization of supporting services or utilization of other resources in the community	153	91 Merged Interviews
	• instruction in a foreign language	154	92 Merged Interviews
Program Cost	cost ($/student annually) of regular classroom instruction	155	55 99 File
	cost ($/student annually) of supplemental instruction	156	56 99 File
	cost ($/student annually) of program planning	157	57 99 File
	cost ($/student annually) of program training	158	58 99 File
	cost ($/student annually) of program decision making	159	59 99 File

Instructional Units Master Analysis File

(Files: 93 = Reading 1, 94 = Math 1, 95 = Reading 3, 96 = Math 3)

(All Measures Coded XXXXXXXX.XXXX)

DIMENSION	MEASURE	NO.	SOURCE LOCATION
Program Cost (cont'd)	cost ($/student annually) of program administration	160	60 99 File
	total program cost ($/student annually)	161	61 99 File
Duration of Supplemental Instruction	No. of weeks of supplemental instruction	162	172 MAF
	minutes/week of supplemental instruction	163	173 MAF
	minutes/week supplemental instruction overlaps with regular R/M instruction	164	174 MAF
Setting	presence of additional instruction (1-2)	165	3 Student File
	whether room(s) other than other regular classroom teacher's room(s) used (1-2)	166	176 MAF
	percent (000-100) of classroom receiving additional instruction	167	177 MAF
	whether students receive instruction as an intact group (1-2)	168	178 MAF
	percent (000-100) of total instruction represented by additional instruction	169	179 MAF
	frequency of discussion between the regular instructor and additional teacher(s) (1-5)	170	180 MAF
	Mainstream (1-2) M(100) = 1; M(101) = 1; M(102) = 000; M(104) = 2	171	181 MAF

Instructional Units Master Analysis File

(Files: 93 = Reading 1, 94 = Math 1, 95 = Reading 3, 96 = Math 3)

(All Measures Coded XXXXXXXX.XXXX)

DIMENSION	MEASURE	NO.	SOURCE LOCATION
Setting (cont'd)	Supplemental, Intact (1-2) M(100) > 1 M(101) = 1 M(102) = 100 M(104) = 2	172	182 MAF
	Supplemental, Non-Intact (1-2) M(100) > 1 M(101) = 1 M(102) < 100 M(104) = 1	173	183 MAF
	Pullout, Intact (1-2) M(100) > 1 M(101) > 1 M(102) = 100 M(104) = 2	174	184 MAF
	Pullout, Non-Intact (1-2) M(100 > 1 M(101) > 1 M(102) < 100 M(104) = 1	175	185 MAF
Homogeneous Grouping	method of assignment of students to classrooms 1 = heterogeneous 2 = homogeneous	176	1 16/36 D File
Compensatory Education Program	main support for classroom as identified by coordinator 1 = Title 1, 2 = ESAA, 3 = State comp. ed program (State A) 4 = State comp. ed. program (States B and C) 5 = (not assigned) 6 = 1+3, 7 = Other local, 8 = 1+4.	177	6 Student File

Instructional Units Master Analysis File

(Files: 93 = Reading 1, 94 = Math 1, 95 = Reading 3, 96 = Math 3)

(All Measures Coded XXXXXXXX.XXXX)

DIMENSION	MEASURE	NO.	SOURCE LOCATION	
Attendance	Days since start of school (M File 11) minus days absent.	178	4	Student File
Achievement	Raw number CTBS items correct, total reading pretest, total reading posttest. (Matched pre-post pupil scores)	179 180	10 11	Student File Student File
	Raw number CTBS items correct, total reading pretest, total reading posttest. (Unmatched pre-post pupil scores)	181 182	10 11	Student File Student File
	Raw number CTBS items correct, total math pretest, total math posttest. (Matched pre-post pupil scores)	183 184	10 11	Student File Student File
	Raw number CTBS items correct, total math pretest, total math posttest. (Unmatched pre-post pupil scores)	185 186	10 11	Student File Student File
Attitude	Scored Survey of School Attitudes, reading scale pretest, reading scale posttest. (Matched pre-post pupil scores)	187 188	8 9	Student File Student File
	Scored Survey of School Attitudes, reading scale pretest, reading scale posttest. (Unmatched pre-post pupil scores)	189 190	8 9	Student File Student File
	Scored Survey of School Attitudes, math scale pretest, math scale posttest. (Matched pre-post pupil scores)	191 192	8 9	Student File Student File

Instructional Units Master Analysis File

(Files: 93 = Reading 1, 94 = Math 1, 95 = Reading 3, 96 = Math 3)

(All Measures Coded XXXXXXXX.XXXX)

DIMENSION	MEASURE	NO.	SOURCE LOCATION
Instructional Unit Setting Category	0 = Regular Classroom Instruction Only 1 = Mainstream Instruction in Regular Class 2 = Supplemental and Pullout Instruction	229	165, 177 This File.
Program Cost Percents	% cost of regular classroom instruction	230	155, 161 This File.
	% cost of supplemental instruction	231	156, 161 This File.
	% cost of program planning	232	157, 161 This File.
	% cost of program training	233	158, 161 This File.
	% cost of program decision-making	234	159, 161 This File.
	% cost of program administration	235	160, 161 This File.

Instructional Units Master Analysis File

(Files: 93 = Reading 1, 94 = Math 1, 95 = Reading 3, 96 = Math 3)

(All Measures Coded XXXXXXXX.XXXX)

DIMENSION	MEASURE	NO.	SOURCE LOCATION	
Attitude Variation (cont'd)	Std. Dev. Survey of School Attitudes, math scale pretest, math scale posttest. (Unmatched pre-post pupil scores)	209 210	8 9	Student File Student File
Instructional Unit Size	Pretest total reading N, posttest total reading N. (matched pre-post pupils)	211 212	10 11	Student File Student File
	Pretest total reading N, posttest total reading N. (unmatched pre-post pupils)	213 214	10 11	Student File Student File
	Pretest total math N, posttest total math N. (matched pre-post pupils)	215 216	10 11	Student File Student File
	Pretest total math N, posttest total math N. (unmatched pre-post pupils)	217 218	10 11	Student File Student File
	Pretest total reading attitudes N, posttest total reading attitudes N. (matched pre-post pupils)	219 220	8 9	Student File Student File
	Pretest total reading attitudes N, posttest total reading attitudes N. (unmatched pre-post pupils)	221 222	8 9	Student File Student File
	Pretest total math attitudes N, posttest total math attitudes N. (matched pre-post pupils)	223 224	8 9	Student File Student File
	Pretest total math attitudes N, posttest total math attitudes N. (unmatched pre-post pupils)	225 226	8 9	Student File Student File
	Weight for Regular Teacher Weight for Supplemental Teacher, both annual minutes.	227 228	1,3 2	Student File Student File

Instructional Units Master Analysis File

(Files: 93 = Reading 1, 94 = Math 1, 95 = Reading 3, 96 = Math 3)

(All Measures Coded XXXXXXXX.XXXX)

DIMENSION	MEASURE	NO.	SOURCE LOCATION
Instructional Unit Setting Category	0 = Regular Classroom Instruction Only 1 = Mainstream Instruction in Regular Class 2 = Supplemental and Pullout Instruction	229	165, 177 This File.
Program Cost Percents	% cost of regular classroom instruction	230	155, 161 This File.
	% cost of supplemental instruction	231	156, 161 This File.
	% cost of program planning	232	157, 161 This File.
	% cost of program training	233	158, 161 This File.
	% cost of program decision-making	234	159, 161 This File.
	% cost of program administration	235	160, 161 This File.